DOCUMENT RESUME

ED 110 750 CE 004 557

TITLE	Career Awareness for Deaf Education: Resource Curriculum Guide: Pre-Kindergarten-Grade 12.
INSTITUTION	South Dakota School for the Deaf, Sioux Falls.
SPONS AGENCY	South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.
PUB DATE	Jun 75
NOTE	263p.
EDRS PRICE	MF-$0.76 HC-$13.32 Plus Postage
DESCRIPTORS	Behavioral Objectives; Career Awareness; *Career Education; *Curriculum Guides; *Deaf Education; Educational Objectives; Elementary Secondary Education; Instructional Materials; Job Application; *Learning Activities; Resource Materials; Special Education

ABSTRACT

The comprehensive career awareness curriculum guide for the deaf and the hearing-impaired is the result of a research and development project conducted at the South Dakota School for the Deaf; teachers produced and pilot-tested the materials. The pre-kindergarten through primary level guide (approximately 100 pages) consists of teacher objectives matched with lists of resources and career-related instructional activities; it provides a self-awareness and attitude-development program and a basic exposure to the world of work. Guides for intermediate-level instructional units (30 pages), to be taught independently or incorporated into the regular curriculum, provide information about the world of work and opportunities to explore various occupations, and broaden the student's awareness of his environment. Identifying personal strengths and weaknesses is emphasized, to aid in realistic career-planning. The secondary teacher's guide (60 pages) matches teacher-objectives with lists of resources and learning activities. The content is related to occupational information about 12 job clusters; the curriculum developers were careful that their selections would be the most practical for the deaf person. A guide to teaching job-seeking skills (40 pages) and a listing of established postsecondary facilities offering programs for deaf students complete the document. (AJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

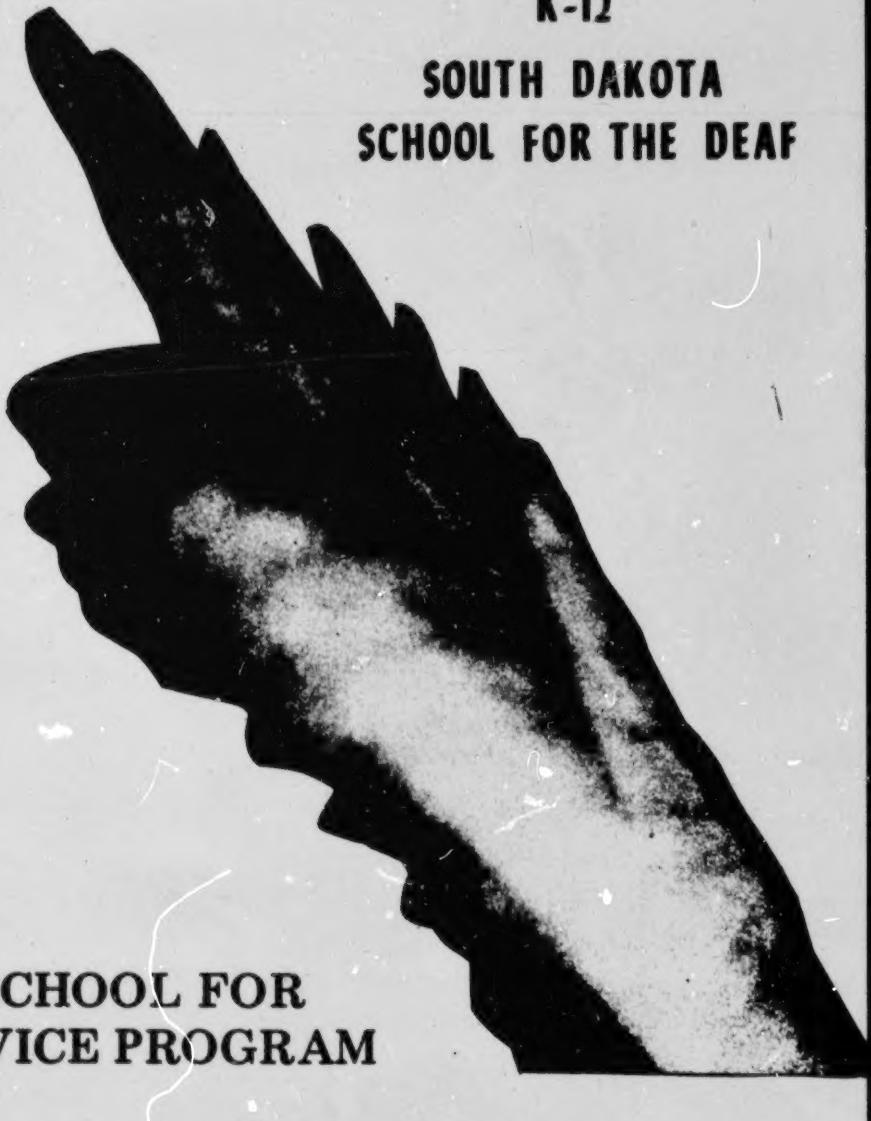
ED110750

GOALS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CAREER EDUCATION
CURRICULUM GUIDE
K-12

SOUTH DAKOTA
SCHOOL FOR THE DEAF



Developed By:
The Staff of the
SOUTH DAKOTA SCHOOL FOR
THE DEAF INSERVICE PROGRAM

EC004557

TO: S.D.S.D. Staff

FROM: Ken Gifford

DATE: April 21, 1975

SUBJECT: Career Awareness Project

The last meeting of the Career Awareness Project has arrived. It has been a most interesting project and I would like to take this opportunity to express a few of my feelings and opinions which developed during the year.

I first of all want to thank each of you for your cooperation. This project has been an exciting learning experience for me. I was made aware of many problems encountered when teaching students who have unique learning disabilities and handicaps.

I think what impressed me the most was the professional attitude and devotion to deaf education that each of you display. In my opinion, this phase of the project has been a success. We accomplished our objective which was to develop a comprehensive career awareness resource guide. Only through a total staff effort could this be accomplished. I am well aware of the many hours that some of you put in on this project. I am confident that the children at SDSD will certainly benefit from your efforts.

The resource guide will now be printed and made available for nation-wide distribution. There is no doubt in my mind that the results of your expertise will become nationally accepted, thus providing a new and enriching dimension to the educational opportunities for deaf and hearing impaired persons.

Finally, I would like to say that probably the most rewarding thing for me during this project, was having the opportunity to work with each of you. I always welcome the chance to meet new people and make new friends. It has been my pleasure to work with you this year. I am sure that I have gained more from our project than you.

I want to wish each of you the best of luck and if I can be of any assistance to you in the future, please do not hesitate to contact me.

Thank you.

cc: Mr. John Hudson

Career Awareness for Deaf Education

Resource Curriculum Guide

Pre-Kindergarten - Grade 12

Assembled Under The Direction Of:

Dr. Ken Gifford
Assistant Director - Vocational Education
Sioux Falls Public Schools

South Dakota School for the Deaf

Sioux Falls, South Dakota

June, 1975

SOUTH DAKOTA DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Mr. E.B. Oleson - Director

Mr. Vern Bak - Assistant Director

SOUTH DAKOTA BOARD OF REGENTS

Mr. John E. Sutton, Jr - Agar - President

Mrs. Patricia Mendel - Doland

Mrs. Celia Miner - Yankton

Mr. Russell O. Peterson - Revillo

Mr. Leslie W. Jensen - Hot Springs

Mr. David Morrill - Sturgis

Mr. Vincent Protsch - Howard

Dr. Robert H. DeZonia - Commissioner of Higher Education

SOUTH DAKOTA SCHOOL FOR THE DEAF

Mr. John Hudson - Superintendent

Mr. Ray Olson - Principal

PREFACE

In June, 1974, the administration at the South Dakota School for for Deaf submitted a Local Application for Special Services Projects to the South Dakota Division of Vocational and Technical Education. The application was a proposal which requested funding for the purpose of developing career oriented resource curriculum materials for deaf education.

The research and development project in Career Awareness Curriculum Development received official approval from the State Division of Vocational and Technical Education on July 9, 1974. The grant was awarded to the South Dakota School for the Deaf, Sioux Falls, South Dakota, and was conducted during the period of September 9, 1974 through June 30, 1975. The project was funded from Set Aside Funds, Part B - Handicapped monies.

Inservice meetings were conducted weekly, during which time the staff at SDSD developed the curriculum materials which are contained within the guide. Curriculum materials were pilot-tested at the South Dakota School for the Deaf during the 1974-75 school year.

ACKNOWLEDGEMENTS

The South Dakota School for the Deaf in particular, and deaf education in general is indebted to the following individuals who are responsible for the formulation of this guide, which is the result of their efforts and expertise.

Dona Thorin
Linda Hegg
Robert Rae
Jane King
Kay Carlson
Vicki Westby
Larry Puthoff
Cindy Puthoff
Laural Ann Brasel
Ron Brasel
Myrna Hesvik
Robert Brown
Barbara Peterson

Loretta Miller
Ron Kersbergen
Delbert Erickson
Charlotte VanBockern
Nancy Seiders
Sandra Anderson
Karen Moen
Barbara Dowling
Barbara Kelleher
Norm Cannell
Jervin Wait
John Roth
Mary Jo Foss

TABLE OF CONTENTS

Page
Title Page i
Administration ii
Preface. iii
Acknowledgments. iv

Section

I. INTRODUCTION

A. Definition of Career Education. 1
B. Philosophy of Career Education. 3
C. Goals of Career Education 5
D. Career Education Development Concepts 6
E. Career Education Clusters 8
F. Purpose 13
G. Guidance & Communication. 16

II. GUIDANCE FUNCTIONS IN THE EDUCATION OF THE DEAF 18

III. PRIMARY 21

A. Pre-Kindergarten. 22
B. 1st Grade 46
C. 2nd Grade 68
D. 3rd Grade 99

IV. INTERMEDIATE 119

A. 4th Grade 120

TABLE OF CONTENTS - (con't)

Page

B. 5th Grade 134

C. 6th Grade 144

V. SECONDARY - CLUSTERS. 152

A. Health. 154

B. Construction. 156

C. Manufacturing 164

D. Transportation. 167

E. Public Services 170

F. Personal Services 175

G. Arts and Humanities 180

H. Business and Office 194

I. Environmental Control 200

J. Consumer and Homemaking 203

K. Hospitality and Recreation. 209

L. Agri-Business and Natural Resources 212

VI. JOB SEEKING SKILLS. 214

A. Personal Information. 215

B. Finding A Job 224

C. Initial Contact For A Job 226

D. Application Form. 229

E. Preparing A Resumé. 236

F. Job Interviews. 241

G. Handling the Job. 248

VII. POST-SECONDARY EDUCATIONAL FACILITIES 251

Definition of Career Education

A survey of literature on career education provides us with varied opinions on what the definition for career education is. The various definitions basically encompass the same concept, with major emphasis in a particular area being the differentiating factor.

Hoyt and Evans are two names which are often associated with the concept of career education. Each of these men have proposed a definition of career education.

Hoyt's definition has its major emphasis on the education aspect of career education. He defines career education as "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Evan's definition of career education has as its major focal point the career aspect. He defines career education as "the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life."

Analysis of both definitions shows a mutual emphasis on the ethics of work. These ethics of work result in a dignity of work. A dignity of work is essential in order that a man can become a fulfilled and satisfied person in his career.

We must learn to view career education as a preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employee or employer, in private business or in public, or in the family. Career education is all those activities and experiences through which one learns about work.

Further basic terminology that you will find in your review of career education literature is defined here to aid in your understanding of career education. The definitions are those of Kenneth B. Hoyt.

The terms to be defined are:

(1) Work
(2) Career
(3) Vocation
(4) Occupation
(5) Leisure
(6) Education

"Work" is conscious effort aimed at producing benefits for oneself and/or for oneself and others.

"Career" is the totality of work one does in his or her lifetime.

"Vocation" is one's primary work role at any given point in time.

"Occupation" is one's primary work role in the world of paid employment.

"Leisure" consists of activities, other than sleeping, in which one engages when not performing in his or her vocation.

"Education" consists of all those activities and experiences through which one learns.

Philosophy

The philosophy concerning a career education curriculum is that it be an integral part of instructional activities occurring in the development of basic skills. A career education curriculum is to be integrated with, rather than parallel to, the existing curriculum. This guide is to help the teachers do a more effective job of integrating career education into their activities.

This curriculum is designed to:

(1) Promote the student's understanding of various occupations

(2) Explore the world of work

(3) Aid the student in attaining self-actualization

(4) Provide a basis for later vocational planning by the student

Career education must begin with self-awareness in the primary grades. It then progresses from a general to a more specific orientation to the world of work.

Career development as one facet of an individual's total development offers a means for realization of individual potentialities. Appropriate attention to this development will serve the deaf student and will ultimately benefit society in two ways. First, the deaf student will be given a greater realization of an integrated and more adequate picture of his role in the world of work. Second, the deaf student will receive maximum incentives for achievement through the process of associating the values of the student's studies with that of his career and personal aspirations.

A career education curriculum for the deaf student places emphasis on using multimedia learning approaches such as films and video-tapes. Basic understandings and the suggested learning opportunities are aimed at providing a sequence of learning experiences which will enhance career development. Types of instructional methods include classroom activities, field trips, in-school skill training, and on-the-job training.

Successful operation of a career education program will require active participation from the school administration, local employers, and involved community groups.

Goal

It is the goal of this curriculum to encourage deaf students to look more closely at their own personal strengths and weaknesses which will affect future career choices, and to become more aware of important aspects of work and workers.

Career Education Development Concepts

1. To foster the development of personal traits, attitudes, and habits that are necessary for the deaf person to succeed in the world of work.
2. Persons need to be recognized as having dignity and worth.
3. Work means different things to different people.
4. Education and work are interrelated.
5. Occupational supply and demand has an impact on career planning for all students.
6. Since job specialization creates a degree of interdependency, it is essential for the deaf student to understand the concept of cooperation.
7. Environment and individual potential interact to influence career development.
8. Career development requires a continuous and sequential series of choices.
9. Individuals are ultimately responsible for their career planning.
10. The ability to adapt to change is necessary for success in a technological society.
11. Help deaf students acquire the skills and the expertise that will facilitate decision-making processes.
12. The ability to communicate effectively is essential for the deaf person to have a successful career.
13. To acquaint deaf students with various types of individual differences and promote appreciation of how these differences affect career decisions.

14. To aid in developing an awareness by the deaf person of relevant factors, such as abilities, interests, values, goals, and education and their relationship to occupational choices.
15. To familiarize deaf students with a wide range of occupational areas to aid in formulating general career preferences.
16. A positive self-image is essential for satisfaction in the world of work.
17. The wise use of leisure time leads to fulfillment of self in a rapidly changing technological society.

Clusters

The body of content of this career development curriculum can be divided into fifteen clusters or job families that encompass the world of work, as described in the United States Office of Education. The individual clusters include occupations and their functions as they relate to the general economic or societal pursuits and which require similar skills and knowledge.

The clusters include:

(1) Trades
(2) Health
(3) Agriculture
(4) Construction
(5) Transportation
(6) Public Services
(7) Personal Services
(8) Business and Office
(9) Arts and Sciences
(10) Marketing and Distribution
(11) Communication and Media
(12) Hospitality and Recreation
(13) Manufacturing and Industrial Technology
(14) Consumer Home Economics
(15) Environmental and Natural Resources

The following is a listing of the clusters and occupations that fall within these clusters. Each of these occupations is currently available to the deaf student through a program designed to educate the deaf person. This is by no means an exhaustive list, but it will provide a knowledge of areas in which a deaf person can receive training.

(1) Agriculture

Flower Arranging
Horticulture

(2) Business and Office

Accounting
Bookkeeping and Business Machines
Business Administration
Clerical
Computer Science
Data Processing
General Business
Key Punch
Secretarial Science
Office Practice
Office Technician
Typing

(3) Communication and Media

Applied and Commercial Art
Design Technology
Graphic Arts (Printing)
Graphic Reproduction
Graphics Technology
Offset Printing
Photo Processing
Photo Science and Instrumentation
Photography
Production Art
Professional Photography
Professional Art and Design
Technical Illustration

Construction

(4) Architectural Drafting
Architectural Specifications
Architectural Technology

(4) Construction - (con't)

- Bricklaying
- Carpentry
- Civil Technology
- Electrical Technology
- Floor Covering
- Plumbing
- Sheet Metal

(5) Consumer Home Economics

- Home Economics

(6) Environment and Natural Resources

- Environmental Design
- Landscape Technology

(7) Health

- Dental Hygiene
- Dental Lab Technology
- Health Occupations
- Inhalation Therapy
- Medical Lab Assistance
- Medical Records
- Medical Technician
- Medical Technology
- Mental Health Technology
- Nurse's Aide
- Optical Technology
- Orthotics and Prosthetics
- Radiologic Technology

(8) Hospitality and Recreation

- Baking
- Cake Decorating
- Commercial Cooking
- Culinary Arts
- Food Administration
- Physical Education
- Recreational Technology

(9) Manufacturing and Industrial Technology

- Chemical Technology
- Drafting Technology
- Electrical Engineering
- Electro-Mechanical Technology
- Electronics

(9) Manufacturing and Industrial Technology -(con't)

Industrial Arts
Industrial Drafting
Industrial Electronics
Lab Technician
Machine Tool Operation
Manufacturing Technology
Mechanical Drafting
Mechanical Engineering
Mechanical Technology
Numerical Control
Petroleum Engineering Technology
Production Machine
Tool and Die Making

(10) Marketing and Distribution

Retailing
Fashion Merchandising

(11) Personal Services

Cosmetology
Dry Cleaning
Wig Styling

(12) Public Services

Child Care Aide
Child Care and Education
Early Childhood Education
Library Science
Library Technology
Police Science
Psychology/Social Work
Social Work
Sociology/Social Work
Social Work Aide
Teacher's Assistant

(13) Trades

Air Conditioning
Apparel Arts
Boiler Maintenance
Cabinet Making
Commercial Dress Making
Custom Apparel and Fashion Design
Manual Skills
Painting and Decorating
Power Sewing
Small Appliance Repair

(13) Trades - (con't)

- Upholstery
- Vending Machine Repair
- Watchmaking
- Welding
- Woodworking and Furniture Design

(14) Transportation

- Aeronautical Engineering Technology
- Auto Body and Frame Repair
- Auto Mechanics
- Automatic Transmission Repair
- Automotive Apprenticeship
- Automotive Technology
- Brakes and Wheel Alignment
- Diesel and Heavy-Duty Mechanics
- Highway Technology
- Motorcycle Repair

(15) Arts and Sciences

- Art
- Biology
- Chemistry
- Drama
- Economics
- English
- English and Literature
- Fine Arts
- Geography
- Government
- History
- Mathematics
- Philosophy
- Physics
- Psychology
- Religion
- Social Philosophy
- Sociology

Purpose

During recent years, the concept of relevancy in education has become prominent. Education is being charged as being irrelevant to the majority or those it serves. The major thrust behind this charge is created by the students themselves. They find themselves with a high school diploma and no orientation to the world of work. In our endeavor in educating deaf persons, we all too often ill equip our students to find a meaningful and rewarding place in the world of work.

It is a person's human right to work. This right towork is based on economic, sociological and psychological reasons. If a deaf person is to obtain this right, we must equip him with the skills, knowledge, and expertise to do so. It is through a comprehensive career awareness program that we will be able to provide an effective means of widening the career opportunities and choices available to the deaf person.

It is through this curriculum that we hope to make career education a reality for the deaf student. This is our response to the call for educational reform in the education of the deaf person.

It is through career education that we can make work possible, meaningful, and satisfying to all deaf persons. We, as educators, should be dissatisfied until and unless we have explored to the fullest extent possible, the total spectrum of work that is possible for a daaf person to perform. If we stop prior to reaching this point we are doing a great injustice to the deaf student.

We must not, however, blame solely the labor market for not according the deaf person the opportunity to work at his potential. It is believed that many instances of underemployment and job dissatisfaction could have been prevented by proper guidance in the schools for the deaf and vocational counseling services for the deaf adults. The manpower waste is incalculable with respect to both the national economy and the deaf person himself.

Another aspect of the underemployment of the deaf person which should be considered is what some people have called the "second industrial revolution." This revolution has resulted from the rapid technological advances, commonly referred to as automation, which have occurred during the past two decades and which will continue on an accelerated level. Although automation threatens everyone to some degree, it poses some very special problems for the handicapped person on the labor force. This is because handicapped workers, particularly deaf persons, tend to be more heavily concentrated in the occupations where automation is making its greatest inroads.

In 1959, a survey of over 10,000 deaf workers revealed that 75 percent of the men were engaged in skilled and semi-skilled manual occupations. This percentage is almost twice as high as that for all workers. Furthermore, over half of all deaf workers interviewed were employed in manufacturing, in contrast to 25 percent of the total population. When one considers that the occupations in which deaf persons have been engaged are the very ones which are now being the most rapidly automated, the severity of the problem comes into focus.

At the present time, despite the initiation and implementation of regional post-secondary training centers, vocational training opportunities for deaf adolescents and adults are extremely limited. Vocational and technical schools for the hearing may refuse to accept deaf students because of their lack of communication. On-the-job training is too seldom satisfactory. Another serious ramification of the technological era is that many new jobs require excellent communication skills or a high level of formal education. In other words, recent changes in the world of work have resulted in a decrease in the types of jobs in which deaf people historically have been successful and an increase in occupations that emphasize communication skills and formal education where deafness is most handicapping.

Perhaps one reason for the underemployment of deaf people is the relatively narrow range of career choices to which they have been exposed. Deaf children are typically isolated within their own communities and even within their own families. They do not acquire the wealth of information which their hearing peers accumulate during all their waking hours. They often do not know what their own father does for a living. If the residential school they attend offers a very narrow range of "hands-on" courses related to the world of work and if their knowledge of other careers is limited to the extent of their ability to read about them, how can the deaf youngster avoid the possibility of job dissatisfaction and underemployment?

It appears that "career education," beginning at Prep I and continuing through high school holds a good deal of promise for deaf persons. There will, of course, always be some career areas in which deaf people will experience little chance for success. On the other hand, how many jobs now exist in which deaf people could function but are not, simply because they (the deaf people) have not been made aware that the jobs exist?

Guidance and Communication

Some mention should be made of the most critical area for the deaf person: communication. If we are to subscribe to the guidance principles previously listed, it is essential that we examine our philosophy of communicating with, and educating the deaf person.

Is our philosophy of communication consistent with the "recognition of the dignity and worth of the individual and his right to choose?" In other words, are we utilizing all available channels of communication in an attempt to help the deaf person realize his fullest potential? Or, are we limiting the deaf person's choices to one or two communication channels on the basis of tradition or personal bias?

Career education for the deaf person is not a panacea, nor is total communication. However, a combination of the two could well be a very positive step in the direction of helping the deaf person achieve at a level commensurate with their potential.

Sources:

(1) Counseling with Deaf People

Edited by Allen E. Sussman and Larry G. Stewart. Deafness Research and Training Center, New York University School of Education, 1971.

(2) Fundamentals of Guidance

Bruce Shertzer and Shelley C. Stone, Houghton Mifflin Co., Boston 1966.

Guidance Functions in the Education of the Deaf

In establishing a career education curriculum for a school for the deaf, it seems appropriate to make some mention of the role which guidance should play in the total "career education picture." First, however, it is necessary to define the guidance function. The following principles as outlined by Shertzer and Stone are generally accepted by most authorities as characteristic of the guidance function:

Principle I: Guidance is assistance to the individual in the process of development. It is not a directing of the individual's development nor is it performed in a value vacuum. The assistance rendered takes due recognition of the maturity of the individual. The person performing the guidance function is aware of and accepts responsibility for the personal values which he communicates. There are optimum ways of helping an individual muster experiences, attitudes, and meanings to enhance his development.

Principle II: The appropriate area of functioning of guidance lies between a concern with subjective states, on the one hand, and a concern with external social conditions, on the other. Guidance operates in the zone in which the individual's own unique world of perceptions interacts with the external order of events in his life.

Principle III: Guidance is based on the recognition of the dignity and worth of the individual and on his right to choose. Respect is accorded a person because he is an individual of worth and integrity who rightfully holds personal convictions. Every person is confronted with choices. Each person can become what he strives to become, with some modifications due to the fact that he is responsible to himself and to society for his actions.

Principle IV: Guidance is assistance given individuals in making wise choices, plans, interpretations, and adjustments. Obstacles to an individual's plans and development can be recognized and dealth with. Through guidance, the student can clarify his plans, understand himself, and project what he can become as a member of society. Through appropriate processes, guidance "frees" the individual to make his choices, to act wisely and responsibly.

Principle V: Guidance is oriented toward cooperation, not compulsion. Students cannot be compelled to submit to guidance. When they are unwillingly referred to guidance personnel, the resistance and resentment usually present must be taken into account and resolved. Guidance depends upon internal motivation, an/or willingness to change, rather than upon external motivation. Every student has the right to assistance.

Principle VI: Guidance is a continuous, sequential, educational process. It should begin with the elementary school and continue through high school; it should be united by a single theme; and it should be integrated with the total school program.

Principle VII: Guidance rests upon a comprehensive study of the individual in his society. Before assistance can be given one individual by another, his strengths, weaknesses, and uniquenesses must be understood. Such understanding requires the use of techniques and methods drawn from many fields.

Principle VIII: Guidance is a function in which many people are active. Counselors, parents, teachers, psychologists--all collaborate closely in the task of guiding youth within the limits of their responsibility and at the level of their competence.

Principle IX: Guidance exists to help the student realize and actualize his best self. It seeks to do this by improving the student's self-understanding, his acceptance of mature purposes, as well as the realization of the realities of his limitations and opportunities.

Principle X: Guidance is an individualizing, personalizing, and socializing element in education. It seeks to ward off the massing effects of large aggregates of pupils in education and attempts to foster the school's treatment of its pupils as individuals.

According to Williams and Sussman, perhaps deaf people project their best image in employment. Their normal strength, mobility, and intelligence supply the base for good production performance. The large percentage who have attended residential schools for the deaf, in which they have had four or more years of training in a variety of shops such as printing, woodworking, bookbinding, shoe repairing, machining, and so on, have acquired important knowledges and skills that are quite salable on the employment market. Consequently, most deaf people have found employment readily.

However, employed deaf people are very often seriously under-employed. The deaf college graduate linotype operator or pressman is quite common, for example. Everywhere we find deaf men and women of normal or above abilities operating automatic machines, performing simple assembly line operations, or otherwise occupied in unchallenging routines.

INTRODUCTION - PRIMARY

Career Education in the Primary grades provides a self awareness program and a basic exposure to the world of work. Through the learning experiences provided, the students will become more aware of themselves, and develop positive attitudes toward their lives and families. The Primary child will begin to understand occupations by becoming aware of community helpers and the work their families are involved in. At the end of the primary level, career-related learning experiences are ccorelated with Science and Social Studies units.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of his name, age, birthday, and personal characteristics.	Teacher-made materials	Each of us has a name. Use name tags. Assign various names to their own possessions. Letters from home - read our names on them. Valentines - make a special effort to learn names of friends. Label each child's belongings to encourage responsibility toward its care and also to help teach the child his name. Take snapshots of each child. Talk about their personal characteristics, such as brown hair, blue eyes, and etc. Put their names under each picture and learn how to finger spell all the names.
To gain understanding about his body and relate language vocabulary to his own body.	Vocabulary arm hand ear head face leg foot/feet lips mouth nose teeth/tooth eye hair thumb toe tongue	Make a moveable parts man and use a doll to show what the different parts can do. Move the joints on the doll and have children move the related joints. Place the moveable man on the overhead. Example - place a ball on his hand. Make the foot kick, etc. Relate the man to walking, running, jumping, etc.
	Childcraft Volume 14, About Me	Let each child draw a picture of himself. (You could trace their own body on butcher paper.) Use vocabulary on body parts - relate to speech, matching vocabulary in language class, etc.
	The Ear Book and Hand, Fingers, Thumb Perkins, Al, Bright and Early Books.	Use flannelboard to associate names of body parts to own body.

Subject Self-Awareness Unit Body Parts Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Teacher-made material	Use command cards - for actions using parts of the body. walk skip run jump hop crawl
	Scott and Thompson Rhymes for Fingers and Flannelboards Webster Publishing Company	Use fingerplays or jingles to emphasize body parts.
	Weekly Reader Filmstrip - Hands p-21	Let children trace around their own hand and show them in action. (Example - fingers playing piano, holding pencil - teach push and pull).
	Filmstrip - Faces D-29	Find different ways they can use their hands to do finger painting.
	Show Me - C-25	Teach left and right by: Labeling their left and right body parts Talking about which hand they use to write and eat with, and etc.
	Midwest Regional Media Center for the Deaf	Teaching songs Hokey-Pokey or any other songs or fingerplays teaching left or right
	University of Nebraska Captioned Films for Deaf	Use command cards (with action verbs) using left and right. (Example--kick left leg, wave right hand, pat left ear)
	Teacher-made cards	
To become more aware of his five senses and how important they are.	Food, fabrics, and etc.	Bulletin board on senses - use a paper hand and off each finger put something that depicts one of the senses. Introduce the five senses and give examples of each.
	Childcraft Volume 14, About Me	

Subject Self-Awareness Unit Body Parts Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Book - LeSieg, Theodore The Eyes Book, Bright and Early Books for Beginning Beginners	
To begin to see that he has his own identity and that he is different from anyone else.	Book - Hall, Marie Just Me, Viking Press, New York	Make a growth chart (height and weight) in the room all year. (Teach tall and short) Compare looks of two students. Have class find two things alike. Have class find two things different. Make handprints in plaster of paris. Compare sizes, differences, and etc. Use hands and do some finger-painting.
To begin to perceive himself in a positive way.	Book - Simon, Norma I Know What I Like Whitman and Company, Chicago.	Place pictures of children doing various activities around the room - playing, writing, resting. Let the students tell about the activity he likes to do best. Everybody likes to do different things.
	Book - Higgins, Don I Am a Girl I Am a Boy A Golden Happy Book	Cut out pictures of girls and boys. Place on separate charts. Relate to child. Put students' names under pictures. __________ is a boy.

Subject Self-Awareness Unit Body Parts Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Begin to understand his own feelings and those of other people.	Vocabulary happy sad love afraid mad or angry	Teacher may introduce the five emotions by thinking up a sketch and acting out (pantomine) each one separately showing the vocabulary card that coincides. Go over them again having the children participate in the skits.
	Teacher-made vocabulary cards	Use paper plates and make happy, sad, and angry faces. Discuss what these faces look like before you make them. Supply different colors of yarn so they can match their own hair color.
	Childcraft Series About Me Volume 14	Show pictures from the childcraft book and encourage children to give their ideas and feelings.
		Rhythm - run as if you were scared, happy, sad; also also walk, skip, tiptoe showing the different emotions.
	Storybook - Cry Baby Calf and filmstrip A-13	Show the filmstrip and/or book Cry Baby Calf. Act out the story and depict sadness and happiness.
		Show pictures of a house on fire - fear. Show someone having a birthday party - happy. Encourage the children to discuss their past experiences in relationship to these emotions.
	Filmstrips - E-38 & E-40 Things That Happen To Children (these two are about little boys that get lost).	Show these filmstrips and talk about what you should do when you get lost. Relate how a policeman can help. Have the children learn to write their entire name and address and to say, "I am deaf." (with signs) Act out this as a skit. This will give the children practice in identifying themselves to a hearing person - police.

Subject Self-Awareness Unit Emotions Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	New Vocabulary lost found	
	Film - CFD 386 Getting Angry	Show the movie and discuss reasons why we get angry afterwards.
To match the emotional words to the correct facial expression.		Make five posters. Encourage the children to find pictures from magazines to make the posters showing different emotions.
		Match flashcards of emotions to the pictures depicting the feelings.
	Teacher-made seatwork	

Subject Self-Awareness **Unit** Emotions **Grade Level** Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide awareness of good health practices.	Filmstrip - E-45 Mumps Things that Happen to a Child Michael Gets the Measles by Marguerite Rush Ferner, M.D. Peter Gets the Chicken Pox by Marguerite Rush Lerner, M.D. Being Six by Bauer, Barach, Montgomery & Pounds Curriculum Foundation Series. Filmstrip - Securing Good Health - B-13 Finding Out How You Grow B-31 About Me Childcraft Vol. 14 Field Enterprises Educational Corp. We're Going to the Doctor by Howard L. Roy (Signed English) Come to Work With Us in a Hospital by Jean & Ned Wilkinson	When a member of the class stays home because of sickness, discuss their illness and what their mother can do to make them feel better. Discuss different types of illnesses and how to avoid or prevent sicknesses. Show molds on food and describe how germs and molds cause some sicknesses. Go to a kitchen with a sink. Learn how to wash our hands in order to kill germs. (Also dishes and silverware). Discuss how hot water kills germs. Have the janitor (or house-mother) show the children how to clean the bathroom to kill germs. Discuss the importance of eating good food and stress that some foods do not give us a healthy body. Discuss the importance of getting plenty of sleep and eating a good breakfast before coming to school. Role play (act out) a student staying up late and skipping breakfast and another student doing the right things. Use pictures and books to introduce the doctor and nurse. Go to a doctor's clinic (if possible) and have the doctor give the children an idea of what a physical involves. Help the children realize that there is nothing to be afraid of. Explain that by having the doctor look us over, he can see if we are healthy or sick. Have the doctor show some of his tools. Take the children to the hospital. Go to the information desk and registration desk. Take the children on the elevator to the Pediatric Ward. Go to the

Subject Self-Awareness Unit Basic Health Habits Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Nancy Goes to the Hospital Captioned Films 211 Hospital Helpers Picture Story - Study Prints Singer Society of Visual Education, Inc. Chicago, Illinois	nurse's station and have the nurse show you the patients' rooms, toy room and steam rooms. Take the children to the x-ray department. Have an x-ray technician "pretend" he is taking a picture of one of the children's leg, stomach, or etc. The main goal of taking these trips is to make the children aware that the doctors, nurses, and technicians are kind people and do not want to hurt the children. Going to the hospital is not always fun, but these people try and make it as pleasant as possible. Because the children are deaf, the importance of caring for our hearing should be stressed. Learn how to: keep our earmolds clean and check batteries. wash our ears. Explain that we must not: blow our nose too hard when we have a cold. stick objects in our ears. listen to really loud sounds. (Point out that people that work in loud places (such as car washes, carpenters, construction workers, and etc.) must wear ear plugs. Go to the audiologist's office and have him show the children how to care for their hearing aides and other things he thinks would be important. Draw an outline of a human body on a large sheet of paper. Look for pictures of people who do a particular job in someway to keep us healthy. Paste his picture on the chart and draw a line to the body part he is associated with.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide specific information about proper care of teeth.	Neighborhood Friends and Helpers Picture Story - Study Prints (Dentist) SP-127 Singer Society for Visual Education, Inc. Chicago, Illinois Vocabulary tooth-teeth toothbrush toothpaste dentist Being Six by Bauer, Barach, Montgomery, and Pounds Curriculum Foundation Series Teeth by Michael Ricketts Our Tooth Story by Ethel and Leonard Kessler Dentist Tools by Carolyn Lapp Medical Books for Children	Discuss why we must take care of our teeth. Explain that older people must sometimes get false teeth because their teeth are all rotten or have fallen out. Show the children how a good set of teeth can help make a pretty smile. Show the children exactly how to brush their teeth (up on the lowers; done on the uppers; brush behind your teeth). Have them practice with their individual toothbrushes. Use disclosing tablets if they are available, to show the children where they missed. Bring different types of food (especially snacks) and pick out which ones are good for your teeth and which are poor. (example: apple, watermelon, milk, cookies, gum, candy, orange and etc.) Explain that if we do not brush at night, the food that we ate before we go to bed will make little holes in our teeth while we sleep. Take the children to the Dentist Office. Watch the Dentist and Dental Technician work on a patient (arrange it so it is a check up patient) See how the Dental Technician helps the Dentist. Have the Dentist show the children some of his tools and how they work. Have the Dentist show the children how he takes x-rays and anything else he would think that would help the children understand his profession.

Subject Self-Awareness Unit Basic Health Habits Grade Level Prep II.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Filmstrip - My Mother is a Dental Technician 137-2 Mothers Work, Too Things That Happen To Children Going To The Dentist - E-43	
To present some basic guide rules for good grooming.	Hair by Christine Sharr Wonder Starters	Discuss the importance of taking care of your hair. Explain that if you neglect it--it will get dirty, matted, tangled, and you may even get sores on your scalp. Show the children how to brush and comb their hair with their individualized combs and brushes. Wash one of the students hair and show the children how to get the scalp clean and how to rinse out all of the soap.
	Filmstrip - Things that Happen to Children Getting a Haircut E-36	Talk about how we sometimes go to a beautician or barber to get our hair shampooed or cut. Talk about what these people do.
	Vocabulary bathtub brush comb mirror sink soap toilet washcloth towel	Learn these commands and pretend you are doing them.
	Commands wash your face wash your hands brush your teeth comb your hair	Cut a large circle and divide in segments. In each segment place a Health Rule and drawing. Example: 1. Brush teeth 2. Take a bath 3. Change into clean clothes 4. Wash face & hands 5. Comb hair Have one student spin each morning and pick the "Health Rule of the Day" and ask the others if they have followed it during the day.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Give handy-man mirrors out to students with a label "This is Me" so they can check on their appearance throughout the day. When you are finished with the unit, let the children pick one of the occupations concerned with health and pantomine some of the duties involved. The other children must guess who they are.

Subject Self-Awareness

Unit Basic Health Habits

Grade Level Prep II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To be able to identify family members.	Vocabulary: Mother Daddy Sister Brother Grandmother Grandfather Baby	Let the child draw his family picture (stick figures). With teacher's help name each member. Compare above to family photographs. Count and compare sizes of families.
	Films - CFD #192 Your Family	Encourage each parent to make a family photograph book for their deaf child. All pictures should be identified with names.
	CFD #238 What Do Fathers Do?	Encourage children to share personal experiences about their homes and families in news and letters.
	CFD #212 A Surprise for Mother	Cut pictures of family members out of catalogs and paste on paper.
	CFD #98 Beginning Responsibilities: Taking Care of Things	
	Books - Buckley, Helen E, My Sister and I.	Use clay to make members of family or make pipe cleaner people and dress with paper, yarn, etc.
	Lasker, Joe, Mothers Can Do Anything.	Use finger plays about families. Sing and sign songs about families.
	Watts, My Father Can Fix Anything.	
	Phelan, Mary Kay - Mother's Day	

Subject Home/Family Living Unit Self-Awareness Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Puner, Daddies--What They Do All Day.	
	Hoffman, Family Helpers	
	Rhyme Time published by State of South Dakota Department of Publishing Instruction Bulletin No. 5-9-1971	
	Riordan, Jennifer Tally They Can Sing Too for deaf children	
To become aware of the responsibilities of each family member.	Weekly Reader Filmstrips - WRB - 30 The Dawson Family.	Collect and discuss pictures of various family members working in the home. (example - making beds, mowing lawns, etc.)
	WRB - F-6 Carol and Her Family (show many areas of family living)	Answer questions: Who does the work? Can you help do that work?
	WRB - F-7 Mary and John Help Mother.	Let students act out the jobs pictures. Others guess what he is doing and relate to pictures.
		Use a doll house and toy doll furniture to create family situations. Enact a day in the life of an imaginary family.
	WRB E - 30 Mary and John Help Father.	Assign helpers in the classroom to further develop idea of responsibilities of family cooperation.
	WRB F - 2 Let's Go to Grandma.	Show filmstrip or movie about the three bears. Identify characters in story and relate to a family situation, its home responsibilities of work and play.

Subject Home/Family Living and Working Unit Self-Awareness Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Creative Play Things B - 290 Rubber Doll Family Captioned Filmstrips for Handicapped - E 73 Getting Ready for Mother's Day. E-80 What Do Mothers Do? A - 19 The Three Bears Instructo Activity Kit - My Home and Family (white) includes cardboard people and 3-dimensional floor plans.	
To know the work his father and mother do.	Materials will vary each year depending on parent's work.	Ask parents to send pictures of themselves in uniform and or background of place of work - example, gas station, farm, hospital, or desk. If possible, take a trip to see a father or mother at work. Ask parents to come to school to show pictures or tools of his trade. Draw pictures of Mother/or Daddy and his work. Display on a bulletin board. Display pictures of men/women in different kinds of work.

Subject Home/Family Living and Working Unit Self-Awareness Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Take the class to superintendent's office, business office, kitchen, maintenance shop to where male workers work. Observe what they do.
	Filmstrips - Mothers Work Too 137-M Educational Activities, Inc.	Take a walking tour of jobs outside of school to see male workers (gas stations, drug stores, policemen, etc.) Relate above experiences in language and picture charts.
	Fathers Work, Too 136-M	Use toys that relate to jobs - firetruck, bus, taxi, etc.
To understand that the home is important to each family member.	Singer SVE - Picture Study Prints	Provide dress-up clothes so the child can dress like members of a family and do some role playing.
	Set #SP - 173 We Help and Share	Relate importance and appreciation for Mother's and Father's Day as special days.
	Set #SP - 127 Neighborhood Friends and Helpers.	Make a card or gift for Mother's/Father's Day.
		Ask child to draw his home - show where his bedroom is and where he eats, etc.

Subject Home/Family Living and Working Unit Self-Awareness Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of the fireman and his work. To understand why the fireman's work is important to us.	Vocabulary fireman fire truck fire fire station ladders hose etc. smoke Singer Study Prints Set Judy Neighbor large cutout N 7 - Fireman. Weekly Reader Filmstrip WRB-2 Firemen Go To School. Instructo Flannel Board Visual Aids # 150 # 151-Community Workers CFD #53 The Fireman CFD #142 I'm No Fool With Fire. CFD #612 Fire - TWO - WAYS - OUT. Filmstrips - WRF-48 Firemen Go To School	Discuss the work of a fireman by showing pictures of a fireman in varied work situations. Have a firedrill; have children remain on the play ground. Ask them if they smell smoke? No, why? It's a drill. By having drills we are helping firemen. Visit the fire station. Take pictures of the things a fireman does at the station. Acknowledge and identify the siren sound for safety. Try to gain ideas about the attitude a fireman has to have - He is our friend, he wants to help, he must be strong and healthy. Use a ditto game. Trace a path from the fireman to the fire. Make firehats and badges. Put numbers on the badges. Be sure they know their numbers. To make firemen helmets - fold a 12" x 18" sheet of paper vertically. Students cut a triangle off at each end. Teacher cuts inside half circle for head. Write name on each child's hat. Make fire truck from a red rectangle of paper. Cut black circles for wheels and strips for ladder.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	D-1-43 Our Helpers The Fireman. Gargely, Tiber, The Great Big Fire Engine.	

Subject Community Helpers Unit Firemen Grade Level Prep II.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of the policeman and his work.	Film - CFD # 67 The Policeman. Film - 480 Policemen, Our Helpers.	Discuss the work of the policeman. Show pictures of a policeman invaried work situations.
To understand why the policeman's work is important to us.	Books - Greene, Carla I Want To Be a Policeman. Children's Press Lerner, JoAnne Ray - Careers With a Police Department. Singer Filmstrip - D-246 Policeman & Firemen. Singer Picture Study Prints Set SP-119 Judy's Neighbor Cutout N-4 Policeman.	Invite a policeman to come to our school. Point out his tools, car, uniform etc. to the students. Through use of Singer pictures or movie, the policeman can explain some of his duties: traffic safety, accident investigation and prevention, protection of property, and etc. Take pictures of the policeman, his car, etc. for additional language experiences. Write a thank you letter to the police department thanking them for being our friend and helper. Include student pictures of policemen.
	Miniture electric signal light - can be borrowed from the Police Department. CFD #480 Policemen, Our Helpers. #67 - The Policeman.	Make stop and go signs from construction paper. Take a walk to a stop light. Make a mobile of safety signs we see every day. Such as stop signs, railroad signs and etc.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	D-1-42 The Policeman WRA-13 Police Dogs Go To School.	

Subject Community Helpers

Unit Policemen

Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of the mailman and his work.	Vocabulary	Discuss the work of the mailman. Show pictures of a mailman in varied work situations.
To understand why the mailman's work is important to us.	mailman mail truck mail bag letters stamp mailbox	When the mailman arrives at school, meet him and take his picture and a picture of the mailman's truck, mailbag, etc.
	Instructo Flannel Board Cutout Sets No. 150 and 151. Community Helpers Community Workers	Write a letter to parents; take a walk and put it in the mailbox. Each time a child receives a letter, relate the address to home or school. Help the child to recognize and write his address.
	Singer Picture Story - Study Prints Set No. 121	Let each student have his own mailbox. Exchange letters with other classrooms.
	Books - I Want To Be A Postman Greene, Carla, Children's Press.	Make a mailtruck. Cut a triangle from one corner of a rectangle. Cut two circles for wheels from black paper. Color truck red, white, and blue.
		Make a picture of a postman. Use crayons, paint, or chalk.
		Look at canceled letters. Show where the stamp is always put.
		Use a milk carton to make a mailbox or a mailtruck.
	Reading Readiness Filmstrip No. 6, Playing Community Helpers	Take a trip to the main post office. Mail a letter or package to our class at school. Get the stamps for the package and observe other areas of interest at the post office, mail trucks, bags, etc.

Subject Community Helpers Unit Mailman Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Singer SVE Filmstrip 0-2-41 - Our Post Office (Language is too difficult in this filmstrip, but it contains some good pictures related to a trip to a post office). Judy's Neighbor's large pressed board cutouts - N3 - The Mailman Child Craft Volume 8	Say to the students, "I am going to play mailman. I have a letter for someone who lives at ________. If the child recognizes his address, ask him the following question: What is your name? Where do you live? He must sign and say, "My name is ____________. I live at _______."

Subject Community Helpers

Unit Mailman

Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To be aware of the garbage collector and his work.	Vocabulary trucks cans men clean dirty litter	Show a toy garbage truck. Discuss what the truck is used for--and who drives the truck and what kinds of work he does. When the garbage man comes to school, go to see him pick up the garbage. Take a picture of him and his truck. Draw pictures of a garbage truck and the garbage man.
To understand why the garbage collector's work is important to us.	Singer Study Prints SP-128 Book - Shanks, Ann Zane About Garbage and Stuff.	Make garbage trucks from paper. Use a paper fastener so child can move the compactor up and down.
To become aware of importance of ecology. (Cleanliness is important to health and happiness)	Klagsbrun, Francine Sanitation Man. Toy garbage truck. CFD #552 The Litterbug Filmstrip - WRA-22 A Young Boy Keeps A Park Clean. Book - Smaridge, Litterbugs Come In Every Size. Courtesy in the Community Unit Continental Press, Inc.	Take before and after pictures of areas cleaned. (Rake day would be a good time to do this). Collect litter around the school. Make litterbags for children to put in their family car. (See Courtesy Unit duplicating masters 4B)

Subject Community Helpers Unit Garbagemen Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Make a 8mm movie or slides of the garbageman. Suggestions of scenes: 1. A mother piling garbage into cans in the garage. 2. The garbage truck arrives at the house. 3. The garbageman empties the garbage cans into the truck which compacts it together. 4. Truck drives away. 5. Show neatness of area in garage. 6. Go to the city sanitary landfield to watch garbage trucks empty their garbage.

Subject Community Helpers Unit Garbagemen Grade Level Prep. II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of other workers that come to our home. babysitter meterman newsboy TV repairman milkman etc. plumber To understand why these workers are important to us.	Jenny's Revenge by Anne Norris Baldwin (City Library) Come to Work With Us in a Newspaper by Jean and Ned Wilkinson Filmstrip - The Milkman C-3 Long Filmstrip C-5 City Helpers Instructo Flannel Board Visual Aids #150, 151 Milk by Christing Sharr (City Library) Milkman Freddy by Elizbeth Helfman (City Library) The Missing Milkman (City Library) Come to Work With Us in a Dairy by Jean and Ned Wilkinson Useful Lang Lev. 3 Ditto Masters Continental Press	Ask the parents to send pictures of their babysitters to be identified. Discuss what the babysitter does. Show a picture of a newspaper boy with his bag and many newspapers. If possible ask a newsboy to come to school. Ask him to show his mail bag, receipt book for collecting money, and his newspapers. Discuss the fact that he walks on his job and if he likes his work? He buys the papers and we buy from him. Visit a school printing shop to see a newspaper being printed. Show pictures of people reading the newspaper. When the milkman/other workers arrives at school, go out and meet him. Take his picture. Ask him to show his milk truck and the products he sells. Use flannel board visuals to communicate about workers and how they help us. or Place the workers on the flannel board. Tell a riddle about the work or show a picture of a tool. Let the students decide which worker you are discussing. Draw and color pictures of a milkman. Use a toy milk truck for interest. Show a picture of a plumber. Discuss what he is doing? and What is wrong with the pipes? Discover pipes under your sink and find out which ones drain water and which ones bring the water into the sink. Notice the tools, and clothes he wears.

Subject Community Helpers Unit Other workers that come to the Grade Level Prep II.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	David C. Cook Home and Community Helpers - Teaching Pictures - (plumber)	Show picture of a meterman. Show the children a watermeter in your building. Turn on the water and watch it measure water. The meterman checks the number and we must pay for our water.

Subject Community Helpers Unit Other workers that come to the home Grade Level Prep II

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of his name, age, birthday and personal characteristics. To gain an understanding about his body and related language vocabulary to his own body.	Vocabulary head nail face leg cheek feet chin toe hair throat eye(s) thumb nose arm lip(s) back mouth elbow teeth-tooth knee tongue ankle hand foot finger(s) neck	At the beginning of the year, take a picture of each child, then list the information underneath: name, age, birthday, color of eyes and hair, measurement of each child's height and weight, names of family members, etc. Introduce the term "a pair of" and then make a list of how many parts of the body are in pairs. Use geometric shapes and make a picture of a person. Do one picture at the beginning of the unit before body parts are discussed and a second picture after body parts have been worked on. Compare the two pictures to see what parts have been omitted or included. Rhythms class--do the "Hokey Pokey." Make large paper dolls. As each body part is discussed, make that part and add it to the paperdoll. Use parts of the body in commands. Find pictures of people in magazines, label the body parts.
	Teacher-prepared worksheets. Chalkboard Picture cards Transparencies, charts	Draw and label parts of the face and body. Use possessive noun in sentences about parts of the body: John's eyes are blue. Billy's hair is black.

Subject Body Parts Unit Self-Awareness Grade Level 1

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become more aware of his five senses and how important they are.	Vocabulary smell sense touch taste hear see (sight)	Smell - Use jars filled with various sm
	Filmstrip - The Five Senses #3 "How Your Nose Knows, Scott Education Division, JH2870	
	Vocabulary hard smooth soft rough	Touch - Have "surprise bags" containing items of different textures. Have children try to guess what it is, or at least say that it is hard, soft, smooth, rough.
	The Filmstrip - The Five Senses #5 "The Feel of Your Skin," Scott Education Division, JH2870	Hearing - Rhythms - Use drums or the piano. Hit loud and soft chords in patterns beginning with 1-2; then 1-2-3; then 1-2-3-4. Have the children mark with a felt pen on paper what they hear - (// // //). Do individually. Variation: change your clapping to follow the pattern of the loud and soft drum beats or piano chords.
	Filmstrip - The Five Senses #2 "Here's Your Ear," Scott Education Division, JH2870	Sight - Use Project Lite, Perceptual Training, Set 1, to help the child improve his ability to discrimination and association practice in word composition, letter and word discrimination.
	Filmstrip - The Five Senses #1 "Look How You See," Scott Educational Division, JH2870	

Subject Body Parts Unit Self-Awareness Grade Level 1

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Show various pictures and either talk about them or write about them. ("What Do You See?")
		Play a game where one child is blindfolded and must find a hidden object (in an obvious place). Then have him look for the same object not blindfolded. "Which was easier?"
	Vocabulary food names sweet sour	Taste - Have various foods available to taste (sweet and sour). After tasting each one, they must tell whether the foods were sweet or sour.
	Filmstrip - The Five Senses #4 "Your Tasting Tongue," Scott Educational Division, JH2870	
To begin to see that the child has his own identity and that he is different from anyone else.		Art - Use butcher paper and finger paints. Have the children go barefooted and make a mural of various colored footprints.
		Art - Cut out hand patterns in different colors. Make the fingers different in each cutout. Make designs from the various cutouts.
		Make a book about "Me." Follow the general outline of the Watertown booklet (see attached copy). Start with learning the individual body parts and then put them all together.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To begin to perceive himself in a positive way.	Life Reading Series, Captioned Filmstrips for the Deaf "Who Am I?" #5 "What Can Janet Do?" #6 "Faces" #1 "Boys and Girls" #29 Captioned Films for the Deaf "Show Me" "Hands" "Our Five Senses" "Hands" Building Body Concept Through People Puzzles Developmental Learning Materials 3505 No. Ashland Ave. Chicago, Illinois 60657	

Subject Body Parts Unit Self-Awareness Grade Level 1

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of his name, age, birthday, & personal characteristics. To begin to see that he has his own identity & that he is different from anyone else.		Bulletin board: mirror in center with Polaroid pictures of children around it. Children write paragraphs about themselves to mount under the pictures - full name, address, brothers, and sisters, etc. Discuss ways each child is alike and different, such as alike in physical characteristics (legs, arms, and etc.) same school, etc.; different - size, hair, eyes, preferences for colors, foods, TV programs etc. Make fingerprints with stamp pad to show each is different. Each child look at self in mirror and tell something special about himself - a positive statement. Match pictures of the parents to pictures of the children. Make a "Me Book" - me, my family, my friend, my favorite color, my house, and etc. Make strips the height of each student - record name and weight, with a picture. Do in September and May to compare.

Subject Self-Awareness Unit Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To be able to identify family members.	B-290, Stationary White Family (dolls), Creative Playthings, Princeton, N.J. David Cook Teaching Pictures, Home and Community Helpers	Send for family pictures for each child. Make a family tree bulletin board, using the photographs. If photographs are not available, have the child draw a family picture.
To become aware of the responsibilities of each family member at home	Film - Your Family, CFD #192, CFD #202, Manners at Home, CFD #43, Safety at Home Filmstrip - Let's Go See Grandma, Carol and Her Family, Captioned Films for the Deaf. Filmstrip - Mary and John Help Mother, Mary and John Help Father, Captioned Films for the Deaf. #171 Instructo Kit, When I Grow Up I Want To Be .... My Sister and I, Buckley Helen, Lothrop, Lee, Shepard Co., N.Y. Slides - If any available if not, make some.	Make charts about "What My Mother Does At Home", "What My Father Does At Home", "What I Do At Home". Make a house out of a shoe box, them make people using pipe cleaners, a styrofoam ball, and yarn. Place each family member in the house doing some type of job. Write sentences telling what each family member is doing. Visit a home and have a Mother show the children some of the work she does at home. If possible, have a Father show what he does at home. Play a game of charades about family member's jobs. A child will act out a job and the other children will guess the job.

Subject Family - Jobs at Home Unit Family Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To know the work that his/her Father and Mother do.	Courtesy At Home, Ellis, Jackson, The Continental Press, Inc., 1972. David Cook Teaching Pictures, Food and Nutrition Film - What Do Fathers Do, CFD #238. Filmstrip - "Fathers Work Series" No. 136-M Educational Activities. 1. My Dad Works In A Service Station. 2. My Dad Is A Carpenter 3. My Dad Works In A Shoe Store 4. My Dad Works In A Factory 5. My Dad Is A Moving Man "Mothers Work Too" Series No. 137-M 1. My Mother Is A Waitress 2. My Mother Is A Dental Assistant 3. My Mother Works In An Office 4. My Mother Works In A Bank	Write letters home, asking each parent what work he/she does, explain their job, if possible, send a picture, and ask if we could come on a field trip to see where he/she works. (see attached letter form) Make a bulletin board from the parents' replies to the questionnaires. Discuss each reply with the children before putting them on the bulletin board. Take any possible field trips to a parent's place of work.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	5. My Mother Works At Home 6. My Mother Works In A Drug Store	
To understand that the home is important to each family member.	Book - I Want To Be A Homemaker, Greene, Carla., Childrens Press, 1961.	Make a list of "Why I Like My Home". Show pictures of houses, and see if the children call it a house or a home. Visit a construction site of a new house. Explain that now it is a house, but that after people move in to live there, it will be a home. (people and love make a home)
To learn new vocabulary associated with the family and their jobs.	Family Vocabulary 1. mother 2. father 3. brother 4. sister 5. baby 6. grandmother 7. grandfather Job Vocabulary This will vary from year to year with each class. Keep a record of such new units and new vocabulary.	When discussing each family member's jobs, include the tools used for each of the jobs. Learn the names of each tool and their purpose. Play a game of matching the tool to the right job. Find any poems or stories that reinforce the family, their jobs, and the new vocabulary. Use any pictures, kits, or teacher-made materials to introduce and learn new vocabulary. NOTE: Each year the family occupations will differ. Please add these new units to this guide for future reference.

Subject Family - Vocabulary Unit Family Grade Level 1st

____

____

We are beginning Career Education units and one of our first units will be Parent Occupations. Please answer the following questions and return this as soon as possible.

1. What is the name of your job? ________________________________
2. What do you do? ____
3. Would a field trip to your place of work be possible (if in the area), and would you be able to guide our class on the tour? ___________
4. What special training or qualifications are needed for your job? ____
5. What tools or special equipment do you use on your job? ____
6. What hours do you work? ______________________________________
7. Do you like your job? ____________________
8. Would a deaf person be able to do your job? ___________________
9. List any other interesting things about your job that may be of interest to the students. ____

If possible, please send a picture of you at work.

Thank You,

____

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To learn that many people work at school.	Filmstrip - Work At School, Captioned Films for the Deaf.	Learn the name of the school. Find the school's location on a South Dakota map. Make an introduction list of people who the children think work at our school. Learn the names of the nurse, the supervising teacher, the janitor, the cooks, the teachers the children are in contact with, the teachers' aide(s), and the house parents.
To see that each person has many jobs.	David Cook Teaching Pictures, My Community, School and School Helpers.	Take pictures with the polariod camera of the above-mentioned school helpers and make a bulletin board using the pictures, the people's names, their job description title, and pictures of something they use in their work. A picture of a job performed by each school helper may also be included on this bulletin board.
To learn some names of tools that are associated with each designated school helper.		Another bulletin board may be made by placing polaroid pictures of workers on the baord and either pictures of or actural objects that they use in their work. Connect the worker's picture to his/her tools with yarn pieces.
	School Helpers Vocabulary 1. nurse 2. supervising teacher 3. janitor 4. cook 5. teacher 6. aides 7. houseparent	Learn vocabulary words and their spellings related to each school job. Invite the janitor to come to class and show the children what he does to clean the room after school. Go to the infirmary and have the school nurse check each child's eyes, nose, ears, and weight.

Subject School Helpers Unit School Helpers Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Vocabulary concerning the jobs or tools involved will be left up to the individual teacher to decide upon as to suitability for her particular class. Keep an individual record for future use.	Before a birthday party, go to the school bakery to watch them bake the cupcakes for the party. Watch the frosting of the cupcakes being made. Point out that a cook or baker must know names of baking materials, how much to use, how to tell time, know how to safely use different machines, etc.
	Book: Read About The School Nurse , Kay, Eleanor., R.N., Franklin Watts, Inc., 1972.	Go to the kitchen and watch the cooks preparing a noon meal before it is served. The cooks must know how many people to serve and how much to make. The children will have a better understanding of how much time it takes to make so much food. They can also see that they need larger, special appliances that may look like the ones that mother uses.
	I Want To Be A Nurse, Greene, Carla., Childrens Press, 1957.	Have the children think of something that the teachers' aides can make. Give the aide the idea, follow her to the workroom and watch her make the idea.
	Film - Our Wonderful Eyes and Their Care CFD #219.	Have the supervising teacher come into the class and tell the children what he/she does. Have the class follow he/she as she performs some duties in our building.
	Book: I Want To Be A Teacher, Greene, Carla., Childrens Press, 1957.	
To descover that you are a school helper and that you can help the other school helpers.		Make a book "How I Can Help". On the following pages draw pictures of "How I Can Help My Teacher... The Janitor... The Aides..., etc.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
These objectives will be for each of the nine community helper units. 1. To become aware of various community helpers. 2. To learn vocabulary associated with the selected community helpers. 3. To learn that everyone works together to help each other. 4. To learn the name of the city or town where you live and go to school. 5. To discover how you can be courteous and help in the community.	Films - CFD #431, We Want Goods and Services, CFD #236, Everyone Helps In A Community, CFD #628 A Look At The City, CFD #113, The City, Courtesy in the Community, Ellis, Mary., Continental Press, 1972.	Use a state map and locate each child's home and where the school is located. Explain goods and services. Learn some common courtesies that should be performed daily in the community.
Possible Vocabulary firefighter hose firetruck fire house helmet ladder boots coat pole ax hydrant dalmation fire engine prevent mask smoke put out	#150 Instructo Kit, Community Helpers. #171 Instructo Kit, When I Grow Up I Want To Be ... Singer Pictures - Story Study Prints, Set SP-120 Fire Department Helpers Filmstrip - Firemen Go To School, My Weekly Reader, Captioned Films for the Deaf, Series 2 No. 23-66.	Field trip to a fire station. Discuss a fire drill. Assign jobs to each child and make a fire drill chart, showing each child performing his/her job for the fire drill. Hanve practice fire drills throughout the year. Use any available pictures, kits, or teacher-made materials to introduce and learn the vocabulary. Make a list of all the different jobs a firefighter must do. Emphasize that he does not just put out fires. Draw attention to the siren's noise and the red flashing light. Discuss what you should do when you see and hear a fire engine. Talk about what the color "red" means. Find pictures of or draw pictures of other danger signals.

Subject Community Helpers Unit Firefighters Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	David Cook Teaching Pictures, My Community.	Make a fire engine using a shoe box and other found materials.
	Films - CFD #53, The Fireman, CFD #581, Your Clothing Can Burn, CFD #142, I'm No Fool With Fire.	Make fire hats and badges. Make individual books about the field trip to the fire station. Draw pictures and write sentence captions for each.
	The Great Big Fire Engine Book, Golden Press, New York.	Do a fire experiment: Burn a candle or piece of paper in a jar. Place a cover on the jar. Explain that fire needs air to burn. List ways of putting out fires.
	I Want To Be A Fireman, Greene, Carla., Childrens Press, 1959.	Have a picnic and roast hot dogs and marshmallows. Watch the browning, then show how to put out the fire.
	I Know A Fireman, Williams, Barbara., G.P. Putnam's Sons, 1967.	make a list of things you can do to prevent fires and help firefighters. Suggestions for Fire Safety Rules are: a. Do not play with matches. b. Do not play with electrical cords. c. Do not put anything in electrical wall outlets. d. Do not play in the street, especially when you hear a siren. e. Pick up papers and rags.
	About Firemen, Hefflefinger, Jane, Hoffman, Elaine., Melmont Publications, 1957.	
		Invite a firefighter to the class and try on his hat, boots, and coat.
Possible Vocabulary 1. bus 2. driver 3. uniform 4. fare 5. capacity 6. route	Your World: Let's Take A Bus Trip, Pope and Emmons, Taylor Pub. Co., 1967.	Learn that we have a school bus and learn the bus driver's name.

Subject Community Helpers Unit Bus Driver Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	I Know A Bus Driver, Gray, Genevieve, G.P. Putnam's Sons. NY.	Explain that there are three different kinds of buses: 1. school buses 2. city buses that go certain places in the city 3. buses that travel from city to city
	Film - CFD #106, Bus Driver.	Take a round trip ride on the city bus. Discuss how much money you will need to ride on the bus.
		Notice how many people can ride on the city bus (capacity) and how many can ride on our school bus. Which bus can carry more people at one time?
		Make a bus using a shoe box and other found materials. Follow the model of the school bus. (you may want to also make a "city bus")
Possible Vocabulary 1. mailman 2. postman 3. letter 4. stamp 5. address 6. zip code 7. envelope 8. mailbox 9. mail (verb) 10. mail (noun) 11. cancel 12. mailbag 13. mail truck 14. mail cart 15. flag 16. uniform 17. sort 18. post office 19. postcard 20. magazine 21. package 22. newspaper	#150 Instructo Kit, Community Helpers.	Compare letters that they (children) send with letters they receive. Notice the cancelled stamp.
	#171 Instructo Kit, When I Grow Up I Want To Be ...	Field trip: Go to the post office to watch a mailman sort his mail for his route. Go with the mailman and walk with him a short distance on his route. Watch how he sorts the mail for each house. Show how the numbers on the letters match the numbers on the house.
	Singer Picture-Study Prints, Set SP-121, Postal Helpers.	Make a table display of what a mailman can bring to your house. Label these items.
	I Want To Be A Postman, Greene, Carla, Childrens Pres, 1960.	Make individual mailboxes from milk cartons for the letters that the children receive at school. For these, when the flag is up, a letter is inside. Their mailbox will have their name on it.
	Mr. Zip and the U.S. Mail, Barr, Jene., Albert Whitman, 1968.	

Subject Community Helpers Unit Postman Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Our Post Office and Its Helpers, Miner, Irene., Childrens Press, Inc. What Happens When You Mail A Letter, Chay, Arthur., Reilly & Lee Co., 1967. David Cook Teaching Pictures, Home and Community Helpers, "My Community" Filmstrip - Playing Community Helpers, Reading Readiness, 8998 C-Si-G. Film - CFD #478, The Mailman, CFD #244, Postal Workers.	Use a large brown paper bag and make a "mailbag". Place it on the display table with the items a mailman would bring. Talk about and draw pictures of how a mailman delivers the mail. (walks, drives, pushes a cart, etc.) Use any available visual aids, pictures, kits, and teacher-made materials to introduce and learn the vocabulary.
Possible Vocabulary 1. dentist 2. office 3. dental assistant 4. toothbrush 5. toothpaste 6. rinse 7. mirror 8. pick 9. cavity 10. filling 11. teeth 12. checkup 13. uniform	Filmstrip - The Dentist Captioned Films for the Deaf. The Dentist (Long Film-slide B 231-6) Singer Picture Story Study Prints, Set SP-127 Neighborhood Friends and Helpers.	Make a list of the things a dentist does for you. Field trip to the dentist's office. Make an expeerience chart following the field trip to the dentist's office. Invite a dentist to the classroom. Have him bring a large tooth model and some of the tools he uses. Draw pictures of the dentist's tools and office.

Subject Community Helpers Unit Dentist Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	David Cook Teaching Pictures, Home and Community. I Want To Be A Dentist Greene, Carla, Childrens Press, 1960. Dentists' Tools, Lapp Carolyn., Learner Publications, 1973. #150 Instructo Kit. Community Helpers. #171 Instructo Kit, When I Grow Up I Want To Be ...	Show how to brush your teeth properly. Emphasize that you do not need a lot of toothpaste. Make a list about "How I Can Help the Dentist and Myself" Use any media, pictures, Kits, and teacher-made materials to introduce and learn vocabulary. You could possibly use this unit in coordination with the health units.
Possible Vocabulary 1. nursery 2. florist 3. plant 4. flowers 5. pot 6. vase 7. dirt 8. arrangement 9. cut flowers 10. seed 11. leaf 12. root 13. selected flower names 14. plastic	Your world: Let's Visit A Flower Shop, Pope and Emmons, Taylor Pub. Co., 1969.	Field trip to a flower shop. Field trip to a nursery. Make two booklets, "What I Saw at the Nursery", and "What I Saw at the Flower Shop". Talk about what was similar and different. Buy a plant and a small flower arrangement. The children can compare the life and changes in each. They can also learn how to care for each. Take polaroid pictures of each field trip and make a scrapbook. Use plastic flowers and let the children practice making

Subject Community Helpers Unit Nursery - Florist Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		flower arrangements for different occasions.
		make a one-year calendar and then mark and label all the special days when people buy plants and flowers. Use little flower stickers. (does it have to be a special day?)
		Start various flower seeds in milk cartons in the classroom. When weather permits, transplant the plants outside or take them home to plant.
		Make tissue paper flowers of various colors and sizes. Using art paper, glue down the flowers in an arrangement. Draw a basket or vase.
Possible Vocabulary 1. barber shop 2. barber 3. haircut 4. comb 5. sicissors 6. barber chair 7. mirror 8. uniform 9. apron 10. shampoo 11. clippers 12. vacuum 13. dryer 14. barber pole 15. hairpiece	Filmstrip - City Helpers (Long Filmslide B 231-10) Haircut, My Weekly Reader, Life Reading Series No. 21. #151 Instructo Kit, Community Workers. #171 Instructo Kit, When I Grow Up I Want To Be ...	Field trip to the barber shop. (preferrably at a time when the boys need a haircut) Borrow some barber tools and make a display. Take slides of the various jobs that a barber does. Make an 8mm movie of one of the boys getting a haircut. Visit a barber college too. The children will then see that a barber must go to school, and that there are women barbers too. Show them some hairpieces and pictures of men before and after wearing a hairpiece.

Subject Community Helpers Unit Barber Shop Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Possible Vocabulary 1. animal 2. animal doctor 3. animal hospital 4. shot 5. checkup 6. needle 7. medicine 8. ambulance 9. kennel 10. X-ray 11. surgery 12. operate	#150 Instructo Kit, Community Helpers. Filmstrips - City Helpers, (Long Filmslide B 233-10) A Zoo Doctor At Work, Captioned Films for the Deaf, Series 2, No. 30-66. I Want To Be An Animal Doctor, Greene, Carla., Childrens Press. Animal Hospital, Berger, Melvin., John Day Co., 1973. What Happens At An Animal Hospital, Shay, Arthur., Reilly & Lee Books, 1972.	Field trip to an animal hospital. Field trip to the zoo animal doctor. Invite an animal doctor to the class. Maybe he could bring an animal and tell about what was wrong. (give an examination to the animal if possible) Make a list of what an animal doctor has to do.

Subject Community Helpers Unit Animal Doctor Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Possible Vocabulary 1. gas station 2. service station 3. gas pump 4. service station attendant 5. gasoline 6. gas tank 7. gas gage 8. "E" (empty) 9. "F" (full) 10. oil 11. quart 12. fire 13. air 14. uniform 15. gallon 16. name of the station 17. mechanic	David Cook Teaching Pictures, Home and Community Helpers. Filmstrip - City Helpers, (Long Filmslide B 231-10). Singer Picture Story Study Prints, Set SP-127 Neighborhood Friends and Helpers. #151 Instructo Kit, Community Helpers. What Happens At A Gas Station, Shay, Arthur., Reilly & Lee Books. At the Service Station, Huntington, Harriet, Melmont Pub. Inc., 1959. I Want To Be A Mechanic Greene, Carla, Childrens Press, 1959. I Want To Be A Service Station Attendant, Baker, Eugene., Childrens Press, 1972.	Field trip to a gas station: a. Put gasoline in the car. Watch the gas gage move from "E" (empty) to "F" (full). b. Buy some gasonile so the children can see what color it is. c. Watch the attendant check the oil. Look at the oil stick. d. Have the attendant check the air in the tires, and show how he puts more air in them. Take polaroid pictures of the various jobs at the gas station which the attendant must perform. Make an experience chart. Make a collage of the different name brands for gasoline and stations. (Mobil, Standard, etc.) Make a gasoline pump, using a cardboard box. The child can learn that it is a machine, it tells how much money you owe, how many gallons of gas were put in your car, and how much one gallon of gasoline costs. Addition problems: If you buy X gallons of gasoline and each gallon costs X¢, how much money do you owe?

Subject Community Helpers Unit Gas Station Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Possible Vocabulary 1. policeman 2. uniform 3. policewoman 4. gun 5. police car 6. badge 7. siren 8. police dog 9. radio 10. law (rule) 11. officer 12. motorcycle 13. respect 14. whistle 15. safety 16. handcuffs 17. club	Films - CFD #67, The Policeman, CFD #480, Policemen: Our Helpers. Filmstrips - English Policemen Go Back To School, Series 3 #23-66. Police Dogs Go To School Series 3 #14-66. Walkie-Talkies Help Policemen, Series 2 #5-66 An Office On Wheels Helps Policemen, Series 2 #9-65. Above filmstrips are from My Weekly Reader, Captioned Films for the Deaf. Playing Community Helpers, Reading Readiness 8998 C-Si-G. Safety Signs, My Weekly Reader, Series 2 #16. Film - CFD #377, Safely Walk To School.	Have a policeman bring a police car to school so the children can see the inside of one. Have a policeman come to the classroom to give a safety talk. Make a list of ways that policemen help us. a. He helps people understand safety rules. b. He helps children cross streets safely. c. He stops people who drive too fast. d. He helps people who are in accidents. e. He gives directions. Draw pictures of how policemen travel. (walk, police care, motorcycle, helicoptor, etc.) Make an extension unit from this about safety.

Subject Community Helpers

Unit Policemen

Grade Level 1st

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	#150 Instructo Kit, Community Helpers. #171 Instructo Kit, When I Grow Up I Want To Be ... Singer Picture Story Study Prints, Set SP-119 Police Department Helper David Cook Teaching Pictures, My Community. I Want To Be A Policeman Greene, Carla, Childrens Press, 1958. Let's Go To A Police Station, Sootin, Laura., G.P. Putnam's Sons, 1957 On The Beat: Policemen At Work, Robinson, Barry., Harcourt, World, & Brace, Inc. 1968. Careers With A Police Department, Ray, JoAnne, Lerner Pub. Co., 1973. Calling Car 24 Frank: A Day With The Police, Beame, Rona., Julian Messner, 1972.	

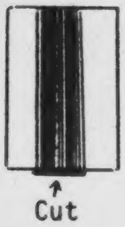
Subject Community Helpers Unit Policemen Grade Level 1st

Make A Community Helper Bulletin Board

Yarn Dolls

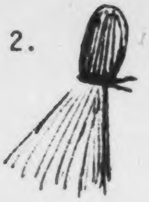
You will need: yarn, scissors, and cardboard.

1.



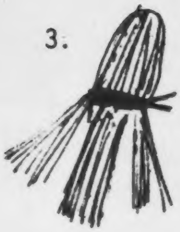
1. Wrap yarn around a piece of cardboard. The cardboard should be as long as you want the doll to be tall. Cut the strands at one end.

2.



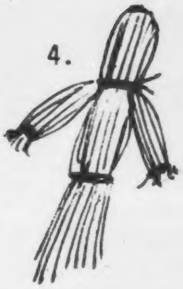
2. The end where the strands are not cut will be the doll's head. Tie a piece of yarn around the neck.

3.



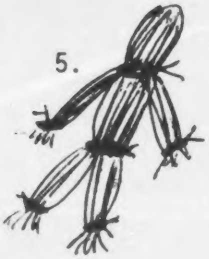
3. Divide strands for the two arms. Cut the ends to make them shorter.

4.



4. Tie pieces of yarn at the ends of the arms and body.

5.



5. Divide the strands for the two legs. Tie pieces of yarn around the feet.

Childcraft 1974 Edition, Volume II, p. 314.

Make the yarn people in different colors, similar to a helper's uniform. Make paper hats and accessories to complete each doll. Label each community helper yarn doll.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To gain understanding about their bodies and relate language vocabulary to their own bodies. Vocabulary head cheek chin face hair lips tooth/teeth tongue dimples eyebrow eyelash freckles ear eye mouth nose shoulder arm elbow wrist hand finger thumb fingernail knee leg ankle foot feet heel toe toenail back chest hip waist neck body	Instructo transparencies Body Parts Instructo flannelgraph, Body Parts Weekly Reader Filmstrips c-25 Parts of Body e-35 Hands d-29 Faces a-35 Show Me a-1 Our Hands c-30 What Can Janet Do Captioned films - 610 Feet 681 Faces Books - Faces, Brenner	Make a lifesize tracing around each child's body. Have them fill in and label parts as the unit progresses. Make slides of their body parts as a class, such as faces, legs, and etc. Learn the Hokey Pokey dance. Begin verbs associated with body parts - What Can My Legs Do?
To become more aware of their five senses and how important they are.	Weekly Reader Filmstrip E-32 Our Five Senses	Taste - taste different foods and classify under correct headings: sweet - frosting, candy salty - pretzels, potato chips bitter - baking chocolate sour - lemon, grapefruit, pickle

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary taste - tongue sweet salty bitter sour	Captioned Films for the Deaf - 704 - Me & My Senses The 5 Senses Scott Ed. Division JH 2870 #4 - Your Tasting Tongue Taste, Touch, & Smell R. Adler	Draw a face to represent each category. Taste foods blindfolded and identify, also classify.
Vocabulary see- eyes color names shapes - triangle circle rectangle square	The 5 Senses Scott Ed Division JH2870 #1 - Look How You See Open Your Eyes, Roz Abisch Perceptual Training and Perceptual Thinking from Project Life General Electric 1 River Road Schenectady, New York 12305	Sight - colors - flash slides of colors on screen quickly children identify. List objects in the room that are certain colors. Play "Color Run" - call out a color; children run to something in the room that is that color. Shapes - square, circle, rectangle, triangle - list objects in the room that are certain shapes. Give each child a piece of paper. Following a chart, show him how to cut a square, rectangle, triangle, and circle. Combine shapes on overhead projector to make a different shape. Make shape pictures using different shapes of different colors.

Subject Body Parts   Unit Self-Awareness   Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Memory - What's missing"? Dispay a tray of objects, hide the tray and remove one object. Show the tray a gain for students to determine what is missing.
		Let students study a detailed picture for a few minutes. Remove the picture and ask some questions about it.
Vocabulary smell - nose	The 5 Senses Scott Ed Division, JH 2870 #3 How Your Nose Knows	Smell - Soak cotton balls in various odors and place in baby food jars. NUmber the jars and have children attempt to identify the smell. Display each product on a table, labeled, for help in identifying. Examples: alcohol, paint, perfume, soap, coffee, toothpaste, lemon, vicks, peanut butter.
		Draw pictures illustrating good smells and bad smells.
		Reaction games - Mother is cooking breakfast. What Do You Smell?"
Vocabulary hear - ears	The 5 Senses, Scott Ed. Division JH2870 #2 Here's Your Ear	Sound - Play a listening game. Have a chart drawn, such as: "Drum - stand up" "Cymbals - sit down" "Bells - jump"
	Sounds All Around Pine & Levine	Children listen for the instruments and react accordingly.
		If possible, have a model of the ear on display.
	Science Reading Adventures filmstrip - Weekly Reader, 'Sound.	Have children close their eyes and try to identify everyday sounds, such as closing the door, clapping hands, etc.
	Let's Listen - Coronet Films 65 E. South Water Chicago, Illinois (see next Pg) 60601	Record each child's voice on a tape recorder. Let them try to guess who is speaking as it is played back.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	FSR-2-1 Cows Don't Say Moo	Sit still for two minutes-what sounds were heard?
	FSR-2-2 Exploring City Sounds.	Go for a walk outside. What sounds were heard?
	Sounds I Can Hear, Scott, Foresman Co.	
	Sights & Sounds Captioned Films for the Deaf Office of Education Department of Health, Education, and Welfare Washington, D. C. 20202	
Vocabulary touch - fingers soft rough hard smooth sharp sticky blind	The 5 Senses Scott Ed. Division JH2870 #5 The Feel of Your Skin	Touch - Make a bulletin board collage with different textures, such as fur, burlap, sandpaper, and cotton. Use adjectives such as hard, soft, rough to describe. Put various items (cup, sponge, penny, spoon, pinecone, etc) in a mystery bag. See how many can be identified.
	Sand in My Hand Myrtle Boyce	Use a camera to take a picture of something that feels ________
	How Does It Feel? Beth Clune	Blindfold a student. He will try to identify a person by feeling his hair and face.
	Find Out By Touching, P. Showers	Introduce Braille to the class. Obtain cards with the Braille alphabet on them. If possible invite a blind person to visit.

Subject Body Parts Unit Self Awareness Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	About 4 Seasons and 5 Senses, Ruth Radlauer My Five Senses, Aliki Living & Learning With Children, Jorde, pp. 7-13 Making Sense of Our Senses, Teacher, Feb. 1974, p. 62	Draw a simple picture and punch holes around it. Exchange pictures in the class and try to identify only by touch. Review - Pass out objects to each child to describe using all senses and associated vocabulary. Such as an orange is round, bumpy, orange, and cold. Walk to a park. List things that are seen, heard, felt, smelled, and tasted.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To begin to perceive himself in a positive way	Captioned Films for the Deaf 710- Me & My Feelings	Fold a paper into squares. Draw facial expressions as they are talked about. Also have each child make the expression with his own face.
Vocabulary sad angry/mad happy surprised afraid puzzled frown	Childcraft Poster - Making Cartoon Faces Captioned Films for the Deaf 386-Getting Angry 429 Our Angry Feelings	Draw the six faces on a tagboard circle to make an Emotion Dial. Attach a moveable arrow in the middle Label each emotion face child can dial his emotions during the day. List things that make us angry and post in the classroom. Discuss "frown"
happy - smile giggle laugh	How Do You Feel? hats, Trend Enterprises	To relieve frustrations, make available a punching bag or a board with nails & a hammer. As each child wears the "happy" hat, he dramatizes a reason he may feel happy. List the various reasons to illustrate later for a bulletin board. Learn the song "If You're Happy & You Know It."
sad-cry, pout	How Do You Feel? hats, Trend Enterprises captioned Films for the Deaf 573- The Ugly Duckling	Wearing the "sad" hat, each child dramatize reasons he may feel sad. List the reasons for illustrations later for an "Emotions" bulletin board.
afraid - scream, shout	One Dark Night, Mitchell Edna	Read One Dark Night together as a class. Dramatize and video tape the action or make a Super 8 movie. Each child illustrate events that have been frightening. Write a short story about it.
20 surprized	Surprise, Surprise by Oechsli, Kelly	Discuss daily events that have been surprising. Have something new in the classroom.

Subject Emotions Unit Self-Awareness Grade Level 2nd

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
puzzled	Childcraft (1973 ed.) Volume 12, p. 285, 312 Vol. 13, p. 215	As children are viewing the various pictures of optional illusions, take Polaroid pictures of their puzzled faces.
	The Three Bears The Three Bears, A-19 Signed English Book Karen Saulnier	Introduce a "Mystery Bag" with various items in it. Reinforce "puzzled" and "surprised" Dramatize "The 3 Bears" and video tape. Emphasize the variety of emotions.
		Make a bulletin board collage of "emotions". Have children cut pictures from magazines showing various emotions.
	Moods & Emotions Teaching Pictures, Cook, David C. Publ. Co.	Write stories about appropriate "Moods & Emotions" pictures.
		Run, walk, or skip as if you are afraid, sad, happy, puzzled, angry, or surprised.

Subject Emotions Unit Self-Awareness Grade Level 2nd

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide awareness of good health practices. Vocabulary water soap towel wash cloth clean comb brush shampoo bath shower	Health Can Be Fun, Munro Leaf Singer SVE filmstrip - D2-44 Health Bubble Baths & Hair Bows, M. DeSantis After a Bath, Aileen Fisher, Childcraft, Volume 1 Captioned Films for the Deaf 34 - Tommy's Day Weekly Reader filmstrip E-23 Bob's Day Your Health - How Can You Help? National Dairy Council Chicago, Illinois Keeping Clean & Healthy Instructo Giant Pictures What We Do Day by Day National Dairy Council Chicago, Illinois 60606	Cleanliness - discuss how animals keep clean (raccoon, cat, and etc.) Have children make illustrations. Find things in the room that are dirty from hands. Make a poster, "To Be Clean - I Take a Bath". "To Be Clean - I Brush My Hair". etc. Children can illustrate the poster. Do an experiment with two children with dirty hands. Have one wash with warm water & soap, the other with cold water & soap. Which is best? Make a poster about "Bathroom Rules" and illustrate. Invite the custodian to come to class, telling about his duties. He can tell the children how they can help him by keeping the bathroom clean, etc.

Subject Health Habits Unit Self-Awareness Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide awareness of good health practices.	What We Do Day by Day National Dairy Council Chicago, IL 60606 Night/Day, Sleep/Play Signed English Book Good Night, Hood, Thomas My Bed, Scott, Elizabeth Manson, Childcraft, Vol. I While Susie Sleeps, N. Schneider Helpers Who Work at Night, Hoffman & Hefflefinger Tommy's Day Signed English Book Weekly Reader filmstrip D-22-Getting Ready for School Filmstrip - Sleep for Health Encyclopedia Brittanica Films, Inc. 1150 Wilmette Ave., Wilmette, Illinois	Sleep - discuss reasons why sleep is needed. Make a poster and illustrate as a class or make a bulletin board. Make a chart for each child on bedtime and waking up time. Compute total hours of sleep. Ask for suggestions of quiet activities before bedtime such as books, TV Discuss things that are done to get ready for bed, such as putting on pajamas, brushing teeth. Dramatize. Discuss people who work while we sleep (milkman, nurse and etc) Discuss how a person feels if he hasn't had enough sleep. (tired) Talk about waking up activities - who wakes you up? What do you do to get ready?

Health Habits Self-Awareness Grade Level 2

85

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide awareness of good health practices.	Captioned Films for the Deaf 215 - Eat Well, Grow Well 743-What's Good To Eat Eat the 1-2-3-4 Way National Dairy Council Chicago, IL 60606 Weekly Reader film-strip G-48 Why Eat a Good Breakfast? Captioned Films for the Deaf 217 - Let's Keep Food Safe to Eat What We Do Day by Day and Where We Get Our Food National Dairy Council Chicago, Illinois 60606 More Milk, Please National Dairy Council Cooking is Fun National Dairy Council Chicago, IL 60606 Weekly Reader filmstrip E34 Carol Bakes A Cake	Diet - List reasons why we need good food. Illustrate on a poster or make a bulletin board. Discuss the basic four food groups. Cut pictures from magazines for each group. Discuss each meal - what foods are liked, etc. List snack food and discuss which are good. List kinds of food - vegetables, fruit, meat, desserts, beverages, etc. Have a contest to see who can name the most of each category. Plan a lunch menu - raise the money from a class project, visit the grocery store and buy the groceries for the lunch, prepare and eat. Plan a unit on the grocery store. Make a booklet on children's recipes that they can prepare themselves. Have the children type themselves. Have the children type it and make copies.

Subject Health Habits Unit Self-Awareness Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide awareness of good health practices. Vocabulary energy growth tall short height weight scale pounds inches feet	Filmstrip - B-5 We Grow B-31 Finding Out How We Grow Captioned Films for the Deaf 392-Exploring Your Growth 394 Living and Growing	Growth - discuss "What Helps Us Grow?" Make a poster or bulletin board and illustrate. Cut strips of paper the neighth of each student. On this strip, record height and weight and include a picture. Do in September and May to compare. Visit the school nurse to be weighed and measured. Ask parents for birth weight, length, and a baby picture. Compare to the present. Put the baby pictures on the bulletin board to be matched to present photos. Ask parents to record pre-school height & weight for each year - compute how much they grew each year. Draw "Me" pictures as a baby, now, and future. Discuss hair, fingernails, and teeth growing.

Subject Health Habits Unit Self-Awareness Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide awareness of good health practices. Vocabulary nurse doctor cough sneeze cold germs shot sore throat medicine fever thermometer x-ray	Weekly Reader filmstrip No. E-1-A, Bad Cold Instructo Pictures, People We Know. Safety Teaching Pictures, David Cook. Karen Gets A Fever, Gilbert, Miriam. Home & Community Helpers David Cook. Instructo Pictures, When I Grow Up, I Want To Be. My Friend The Doctor, A Show & Tell Book, Tester, Sylvia. We're Going To The Doctor, Signed English Book. Instructo Pictures, We Dress For The Weather I Want To Be A Doctor, Greene, Carla. I Want To Be A Nurse, Greene, Carla.	Protection From Disease: a. Make a poster on rules for a cold. Illustrate b. Invite the school nurse or a nursing student to come and discuss what to do when you are sick or not feeling good. c. Discuss medicine safety. d. Invite a nurse or doctor to discuss fever and show how the thermometer works. Take each child's temperature. e. Obtain X-rays and tape them to the window. f. Visit a clinic, List people who work there and their duties. If possible, ask the doctor to give a brief check-up to each student. g. Discuss clothing and weather. h. Unit on doctor/hospital in community helpers-

Subject Health Habits Unit Self Awareness Grade Level 2nd

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To provide specific information about proper care of teeth. Vocabulary brush toothbrush toothpaste teeth baby teeth permanent teeth cavity x-ray	Captioned Film No. CFD 208, Tommy's Healthy Teeth. What We Do Day by Day National Dairy Council, Chicago, Ill. Do You?, National Dairy Council, Chicago, Ill. Weekly Reader Filmstrip No. A-44, Billy Meets Tommy Tooth. Weekly Reader Filmstrip No. E-81, The Loose Tooth.	Dental Health: a. List reasons we need teeth. Illustrate for the class with the use of a poster. b. Talk about proper eating habits for good dental health. c. Invite a dental hygienist to come and show proper brushing methods. d. Make a chart for brushing teeth. Put a star on for each time teeth have been brushed. e. Bring a large model of a tooth into the classroom and discuss. f. Obtain X-rays of teeth and tape them to the window for discussion. g. Discuss losing the baby teeth and getting permanent teeth. h. Unit on the dentist in Community Helpers.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To be able to identify family members. Vocabulary mother father brother sister me grandmother grandfather aunt uncle cousin	Mommies, Carton, Lonnie A Little Girl and Her Mother, DeRegniers, Beatrice S. Little Brother, Baker Charlotte. Are You My Mother?, Eastman, Philip. Peter's Chair, Keats Ezra Jack. Welcome Child, Buck, Pearle. Only I Mother, Cooper George. A Tiny Baby for You, Langstaff, Nancy. Our New Baby's ABC, Lord, Beman. Grandmother and I, Buckley, Helen. Grandfather and I, Buckley, Helen.	Encourage each child to bring a photo album from home. Draw a picture of each family member. Make a "me" book - with illustrations such as "my house", "my family", "my parents", "my brothers and sisters" and "me". Make paper sack puppets stuffed with newspapers of each family member. List different names of each parent (mother, mom, etc.) Illustrate and write a story about something the family enjoyed together (picnic, etc.). Discuss and illustrate things the family does together outside the house and inside the house. Discuss family preparations for special days such as the various holidays or birthdays. Make "gift certificates" for each member of the family pledging time and help. Dramatize family life, such as one member ill, fighting over a toy, Grandma is coming. Make magazine collage of pictures showing family activities. Send invitations to relatives to come to school for a surprise party, play, etc. Draw family trees with parents help.

Subject Social Studies Unit The Family Grade Level 2nd

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Film - CFD, E-80, What Do Mothers Do, and E-73, Getting Ready For Mother's Day.	Take a walk outside and list the people seen working. Draw pictures of "mother at work" and "father at work".
	Courtesy At Home, Continental Press, Inc., Elgin, Ill.	Send letters to parents asking about their jobs. Ask for photographs if possible. Visit each parent at work if possible and photograph.
	Film- CFD #212, Surprise For Mother.	Invite parents to come to class and bring some tools associated with their work. Trace uses of the paycheck.
To identify parent occupations	Film - CFD #238, What Do Fathers Do.	Have each child fill out the "occupational preference survey".
Vocabulary occupation job pay check earnings	About Fathers At Work, Radlauer, Ruth Educational Activities, Inc., Media Kit #13, 136-M, Fathers Work 1. My Dad is A Carpenter 2. My Dad Works in A Service Station. 3. My Dad Works in A Shoe Store. 4. My Dad Works in A Factory. 5. My Dad is A Moving Man.	Make a booklet including a photo and short story about each parents' job.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Captioned Filmstrips: E-78, Relatives E-79, More Relatives	
	Weekly Reader Filmstrips C-26, Who Am I? F-6, Carol & Her Family F-2, Let's Go See Grandma	
	Instructo Pictures, My Home and Family	
To become aware of responsibilities of each family member.	Busy Bodies, Bowman, Clare.	List and discuss the duties in the home of each family member. Illustrate for a bulletin board.
Vocabulary	Home and Community Helpers, David Cook.	Discuss cooperation. What would happen if each family member didn't do his job?
cooperation duty	About Family Helpers , Hefflefinger, Jane.	Discuss how other members of the family help the child and how he helps them.
	Little Mommy, Kane, Sharon.	Discuss things that each child does to make their parents happy. Suggest that they think of other ways to help at home. Illustrate each in a "smiley face' circle for the bulletin board.
	Educational Activities Inc., Media Kit #13. No. 137M Mothers Work Too, No. 4 - My Mother Works At Home.	If possible, send camera and film home with each child to photograph family members at work.
	Filmstrip E-30, John & Mary Help Father, and F-7, John & Mary Help Mother.	Dramatize and video tape various family members and their duties. Discuss Mother's Day and Father's Day.

Subject Social Studies Unit The Family Grade Level 2nd

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	137-M Mothers Work Too My Mother is a Waitress My mother works in an Office My Mother Works in a Bank My Mother Works at Home My Mother is a Dental Assistant My Mother Works in a Drug Store	Hand out questionnaires for the students to take home and have their parents fill out. The questionnaire might read like this: We are beginning Career Education units and one of our first units will be Parent Occupations. Please answer the following questions and return as soon as possible. 1. What is the name of your job?__________ 2. What do you do?__________ 3. Would a field trip to your place of work be possible (if in the area), and would you be able to guide our class on a tour?__________ 4. What special training or qualifications are needed for your job?__________ 5. What tools or special equipment do you use on your job?__________ 6. What hours do you work?__________ 7. Do you like your job?__________ 8. Would a deaf person be able to do your job?__________ If possible, please send a picture of you at work. Thank you, __________

Occupational Preference Survey

Name____Age________

Grade________________________ Boy Girl (circle one)

School____

1. List three jobs that you are thinking about:

   A.______________________________

   B.______________________________

   C.______________________________

2. What is your father's job?______________________________

   What does he do at his job?______________________________

   ____

3. List jobs that other members of your family hold:

   ____

   ____

   ____

4. If you could have whatever job you wanted, what job would you choose?

   ____

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of various school helpers and to show how the children can help each helper. Vocabulary houseparents dormitory nurse teacher teacher's aides cooks janitor supervising teacher printer	Singer SVE Pictures - School Friends & Helper Filmstrip -D2-42 Schools Captioned Films for the Deaf 258 - School for Ted Instructo - People We Know - Teacher/ Principal About School Helpers Jane Hefflefinger I Want to be a Teacher Carla Greene	Set up an employment office in the classroom--jobs needed to be done and applications for the job. Invite each worker to the classroom to explain what his duties, qualifications, and tools are. Go with each helper part of the day to observe his job. Compile a recipe book--have the children bring favorite recipes from home, type and mimeograph. Or have the printer help set up printing equipment. Children discuss and list ways that they can help each person. Play charades "school helpers". Match photographs to names and titles with a "who?" Circle.

Subject School Helpers Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of various community helpers.	Weekly Reader Filmstrip C-5 City Helpers C-32 Community Helpers About Our Friendly Helpers, Jane Hefflefinger I Want to Be Series Carla Greene What Will I Be From A-Z? National Dairy Council Chicago, Illinois 60606 Cars and Trucks & Things signed English Book Like Me Dorothy Aldis, Childcraft, Vol. I Educational Activities Inc., 136M - Fathers Work 137M - Mothers Work Too	To begin to realize the different occupations in the community, look through the yellow pages of the phone book. List occupations that use numbers. Suspend all numbers for one school day. Make mobiles to show how careers are inter-related. Match uniforms, hats, or tools to various workers on a bulletin board. Student interview - name, address, parent's names, hobby, jobs I do at home and school. Jobs I know in the community, parents' occupations, what I want to be when I grow up.

Subject________________ Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of various community helpers. Vocabulary dentist cavity toothache filling drill x-ray mirror	Instructo People We Know Instructo Community Helpers Childcraft, Vol. 8 (1973), p. 320-323 Weekly Reader filmstrips - C-1 The Dentist E-19 The Dentist Home and Community Helpers Pictures David C. Cook I Want To Be A Dentist Irma and George Wilde Neighborhood Friends & Helpers Singer, Society for Visual Education, Inc. 1345 Diversey Parkway, Chicago, Ill. Ed. Activities Inc. Box 392 Freeport N. Y. 11520 Media Kit #13 Mothers Work Too #5 My Mother is a Dental Assistant.	Dentist Dramatize a trip to the dentist. List the tools a dentist uses. Bring some into the classroom if possible. Invite dental hygienists to show the children proper brushing methods. Unit on dental health in "Health Habits". Show slides of the dentist office. Discuss qualifications for being a dentist.

Subject Dentist
Unit Community Helpers
Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Casper & the Friendly Dentist A Visit to the Dentist I'm Going to the Dentist American Dental Association, 211 E. Chicago Ave. Chicago, Ill. 60611	
Vocabulary hospital doctor nurse ambulance emergency operation shot sick hurt brave sore	Captioned Films for the Deaf 636 The People Shop 211 Nancy Goes to the Hospital Instructo - When I Grow Up, I Want To Be Childcraft, Vol. 8 (1973) p. 314-319 Hospital Helpers SInger Society for Visual Ed., Inc. 1345 Diversey Parkway Chicago, Ill. Linda Goes to the Hospital by Nancy Dudley How Hospitals Help Us by Alice Meeker	Doctor/Nurse Discuss reasons people may go to a hospital. If anyone in the class has been in the hospital, invite them to tell about the experience. Bring a stethoscope, gloves, any other tools a doctor uses to school for discussion. Have a doctor or nurse kit out for free time play. Visit a hospital. (Unit of Emergency Medicine) Discuss the hospital staff and their duties. Visit a clinic. (Unit in Health Habits) Visit a hospital pediatrics ward. Discuss the qualifications for being a doctor or nurse.

Subject Doctor/Nurse

Unit Community Helpers

Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Johnny Goes to the Hospital by Josephine Sever Come & Work With Us in a Hospital by Jean & Ned Wilkinson Doctors & Nurses - What Do They Do? Carla Greene Daddy is a Doctor Margaret Harold What's Inside of Me? Herbert Zim The Hospital by Mabel Pyne	

Subject Doctor/Nurse Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary fire alarm fire truck fire hydrant fireman firemen fire station axe boots helmet hose ladder smoke siren	Instructo - When I Grow Up, I Want To Be Instructo - People We Know Home & Community Helpers - David C. Cook Captioned Films for the Deaf 53 The Fireman 142 I'm No Fool With Fire 690 How Does a Candle Burn? Weekly Reader filmstrips - B-2 Firemen Go To School D1-43 Our Helpers-The Fireman Childcraft, Vol. 4,7,8 My Friend, The Fireman Show & Tell Book - Sylvia Tester Singer Society for Visual Ed. Inc. Fire Department Helpers	Fireman Invite a fireman to school to do demonstrations about fire, such as the use of the fire extinguisher. Do demonstrations with candles and oxygen. Discuss fire drills and fire alarms. Discuss fire safety rules (matches, electricity, etc.) Visit a fire station. Have children take pictures. Make a story book about firemen using the pictures. Play "Bingo", matching pictures to the vocabulary. List tools that the fireman uses. Bring some into the classroom to discuss. Discuss qualifications for being a fireman.

Subject Firemen Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary policeman badge handcuffs ticket siren traffic police station police car accident driver's license car radio safety	Singer SVE filmstrip - D2-46 Policemen & Firemen E-85 Neighborhood Stores & Places Captioned Films for the Deaf 67 - The Policeman 480 - Policemen Are Helpers 377 - Safety Walk to School Weekly Reader filmstrip- B-5 Police Dogs Go to School C-7 Safety Signs Singer Society for Visual Education Police Department Helpers SVE filmstrip D2-46 Policemen and Firemen E-85 Neighborhood Stores and Places Home and Community Helpers by David C.Cook Instructo-People We Know	Policeman Take a walk outside to find a policeman and observe what he does. Discuss safety rules and draw posters. Invite a policeman to come to school. He could conduct a safety rules class. Learn highway safety signs. List the qualifications for being a policeman - age, height, weight, education,and etc. Ask that the policeman bring his squad car to school to demonstrate and explain the special equipment. Make fingerprints and an ID Card. Visit a police station. Play "Policeman, Find My Child." One child is a policeman, another describes a child in the class. The policeman trys to identify the child.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Instructo - When I Grow Up I Want To Be Instructo - Community Helpers *Careers in a Police Department* by JoAnne Ray *Let's Go To A Police Station* by Laura Sootin *My Friend the Policeman* - Show & Tell Book by Sylvia Tester *About Policeman* by Ina K. Dillon	

Subject Policeman Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary pair of shoes clean polish cut stitch leather heel hammer	Captioned Films for the Deaf 412 - Shoemaker and the Elves Educational Activities, Inc. 136-M Fathers Work #3 My Father Works in a Shoe Store Singer Society for Visual Education Neighborhood Friends & Helpers SVE filmstrip E-86 Neighborhood Stores and Places	Shoe Repairman Show the movie Shoemaker and the Elves. Dramatize and video tape. Visit a show store. Visit a shoe repair shop. Polish and care for own shoes. List tools a shoe repairman uses and bring into the classroom if possible. Discuss qualifications for being a shoe repairman.

Subject Shoe Repairman Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary from - to left- arrived at departure - arrival baggage tickets station passenger trip bus driver highway bridge signs rest seats	Captioned Films for the Deaf 106 - The Bus Driver 489 - A Wheel is Round Weekly Reader filmstrips - C-8 Need for Bigger Highways C-9 Highways Across the U. S. D-17 People Are Testing a Skybus Here Comes the Bus by Haywood I Want To Be A Bus Driver, Greene, Carla	Bus Driver List various kinds of buses (school, city, Greyhound) List various kinds of tickets (movie, ball games, airplane, bus) Visit the garage where the school bus is serviced or a Greyhound bus if possible. Secure time schedules from a bus depot. Use with maps to plan imaginary trips. Play the game, "In My Suitcase . . ." Make charts listing bus driver's duties, tools, and qualifications. Visit a bus depot. Ask the bus driver if a short ride is possible. Discuss highway safety and highway signs. Discuss passenger behavior. Make posters for display.

Subject Bus Driver Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary airport airplane helicopter airlines pilot co-pilot stewardess runway take off - land seat belt passenger flight number trip luggage radar control tower weather	Captioned Films for the Deaf 44-Airport in the Jet Age 81 - Weather for Beginners 269-First Flight of the Wright Brothers 457-An Airplane Trip 475-Billy's Helicopter Ride Singer SVE filmstrip - D2-43 Airports and Airplanes Childcraft, Vol. 8 (1973) p. 250-257 First Book of Airplanes Bendick Come to Work With Us in an Airport by Ned Wilkinson Careers With An Airline by Jennifer Dean I Want To Be a Pilot Carla Greene I Want to Be An Airline Hostess Carla Greene	Airport Bring flight and weather maps into the classroom. Discuss why weather is important to an airport. Visit a weather bureau. Bring timetables from the airport. Plan imaginary trips. Visit a travel agency. List airport employees, tools, and qualifications before and after visiting the airport. Visit the airport. Take pictures or Super 8 movies of activities. Ask employees to visit class and talk about their jobs, tools, qualifications. Bring model airplane kits into the classroom.

Subject Airport Unit Community Helpers Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary appointment hair stylist beauty shop hairdo style dryer sink shampoo mirror comb brush scissors rollers or curlers license	Singer SVE pictures Neighborhood Friends and Helpers SVE filmstrip - E-83 Neighborhood Stores and Places	Hair Stylist Invite a hair stylist to come and show hairdos, etc., with a wig. List qualifications and tools of a hair stylist. Visit a School of Hairstyling to see the classrooms and duties. Visit a beauty shop. Arrange an appointment for a haircut for someone. Bring old wigs or dolls to school for hairstyling.

Subject Hair Stylist

Unit Community Helpers

Grade Level 2

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Vocabulary animals zoo cage feeding time menu takes care of cleans feeds zoo keeper	Captioned Films for the Deaf; #42, Zoo Baby Animals; #189, Animal Habitats; #201, Zoo Families; #522, Zoo Animals In Rhyme; #582, Z is for Zoo I Want To Be A Zookeeper Greene, Carla. Mealtime At The Zoo, Signed English Book. Come To The Zoo, Tenoen, Ruth.	Zoo Keeper Discuss zoo animals and natural habitats. Place pictures of animals on a large world map. Make up "menus" for various zoo animals and put on bulletin board. Invite a zoo keeper to speak to the class showing tools he uses and telling about qualifications. Visit the zoo and follow the zoo keeper around if possible at meal time. Compare the "menus" made up at school to the ones at the zoo. Take pictures with super 8 movies, or video tape.

Subject Zoo Keeper Unit Community Helpers Grade Level 2nd

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To know the names of the people who work in our school.	Teacher-made bulletin board of the buildings on campus	For each occupation follow this procedure: Introduce the person using the photograph and name cards. Place photograph, name card and occupation card at its appropriate place on the bulletin board showing where this person works at our school. Visit this person where he works and have him explain what he does and answer questions the children may have.
To know and understand the occupations of these people.	Photographs of: Superintendent Principal Audiologist Speech Therapist Psychologist Art Teacher Gym Teacher Tutor Secretary Dean of Students	Discussion of the occupation will follow in the classroom. NOTE: Spelling of the names and occupations should be reinforced and practiced whenever possible. Signs for each should be taught to aid in understanding.
	Name card and occupation card for each of the above.	
	Two slides of each person in the occupations listed above. My name is_________. I am the___________.	Have the student view the slides for evaluation purposes. How one evaluates this may depend on the class. Some may copy the correct name and occupation from the board others may be required to recall the names and occupations on their own. If possible, students can add some details about the occupation after viewing each picture.

Subject Social Studies Unit School Occupations Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To make the students aware that all seed plants begin life in the form of a seed.	Film - Secrets of the Plant World. CF 128 Color 15 min.	View movie. Discuss the ways seeds are planted without the help of man.
To become aware of how seeds leave their parent plants	Notebooks	Have the students list the ways seeds are carried and draw pictures illustrating each concept. By the wind By water By people and animals Some plants shoot out by themselves.
	paper glue pencil crayons	Take a field trip to a park (Tuthill Park) to collect plants that are ready to scatter their seeds. Bring these to school and have children use them to make a mural or individual pictures showing how seeds scatter. Place on bulletin board.
To know the parts of seeds and plants.	Film - What Do Seeds Do? CF 579 color 11 min.	View movie. Reinforce concept of seeds scattering and explain how they grow. Introduce the parts of plants and seeds.
	Lima Bean Seeds dish, water	Soak a lima bean seed for each child overnight. Each child will take off the covering and observe the parts of the seed.
	Overhead transparency and dittos of a seed.	Give out dittos to each child and have them label parts of the seed as shown on the overhead.
	Pumpkin seed test tube paper towel	Place the pumpkin seed in a test tube with a paper towel and wet this. Explain that this seed will grow and that the students must keep the paper towel wet.
	Overhead transparency and dittos of a plant	Students should label their dittos as shown on overhead.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware that plants which grow from seeds produce seeds.	Various flowering plants which have changed to seed i.e. zinnias marigolds	Give each student a flower and have them find the seeds.
	pots soil	Have each student plant some of their seeds and try to grow them. Each student is responsible for his own plant.
To stress the careers related to plants.		Visit a nursery and greenhouse.
	Filmstrip - Seeds, Bulbs, and Cuttings A1-48	Look at: 1. Seeds - where do they come from? How are they brought to the nursery. Have a worker explain.
	Finding Out About Seeds, Bulbs, and Slips A-47	2. House plants - who must care for them? How? Have the workers explain.
	Filmstrip - Plants B1-17	3. Shrubbery, trees, and sod - what is the job of the tree-planting crew? The landscapers? Have workers explain to the children.
	Books - What Is A Tree 582.16 D242W	Buy a tree or shrub. Plant it at the school letting the children assume the role of the tree-planting crew.
	Plants We Know 580 M66t2	Take a field trip to a florist shop. Have the florist explain her job and demonstrate a flower arrangement.
	Once There Was A Tree 581.5 B960	

Subject Science Unit Plants Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To stress the importance of the farmer.	Home on the Farm CFD #223 Color, 15 minutes	Introduce the farm concept with pictures of farms and various activities on a farm.
To become aware of work required on a farm.		Find out how many children live on a farm and discuss what their fathers do and how the child helps.
	The Farmer CFD #123 B & W, 14 min. Summer on the Farm CFD#32 Color, 11 min.	View the film. Make a list of things that must be done on a farm: 1. Work the land with a tractor. 2. Plant rows of vegetables. 3. Harvest vegetables or grains and get them ready for market. 4. Feed the animals. 5. Gather eggs. 6. Milk cows.
		Have the children draw a picture of a farmer working and explain to the class what he is doing.
		Discuss the importance of a farmer's work at this point. Why do we depend on the farmer?

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of a farm that specializes in raising vegetables. To be aware that farmers provide us with the foods we eat.	Film - Truck Farm To Store CFD #572 Color 12 min. Pictures from Your Neighborhood and the World. Ginn, 1966 p. 57 (plow, harrow, drill) Use opaque to enlarge and copy on poster paper.	Introduce the idea that some farmers specialize in what they do. Some farmers grow vegetables on their farm to sell at the market. This farm is called a truck farm. Show movie. Ideas to reinforce: 1. Preparing ground for planting (plow, harrow, drill) 2. Different farm crops. 3. How the farmer decides what crops to plant. 4. How crops are protected from weeds and insects. 5. How crops are harvested. 6. How crops are transported to market. Take a field trip to a truck farm (Cherry Rock Gardens) in the spring if possible. Reinforce concepts learned about the truck farm on this trip and have the students ask the farmer questions about his work.

Subject Social Studies

Unit Truck Farmers

Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of the steps in the process of making bread from the farm to the bakery. To become aware of the career possibilities connected with bread making.	Film - Foods from Grains Captioned Film #216 Color 11 min. Bulletin Board The Story of Bread pictures taken from Your Neighborhood and the World, Ginn, 1967	Show the movie. When talking about grains, emphasize wheat to follow through this unit. Reinforce these concepts while showing: The farm The elevator The mill The kind of workers in each place
	9 cups of wheat grain	Show the wheat to the children. Emphasize wheats importance to the farmer, what the farmer must do to grow wheat, and what conditions must be available. Handle and taste the wheat. Emphasize that wheat is a seed and can be used to make new plants as well as to make flour.
	Occupation name tags for the pantomime. Props for an elevator Props for a mill: flour grinder, wheat, bowl, table Props for the bakery: all equipment and ingredients for the following recipe:	This is the beginning of a pantomime process. The students act out the following: 1. The farmer harvest the wheat. 2. The farmer brings the wheat to town to the elevator. 3. The elevator man puts the wheat in the elevator to store. 4. The miller calls the elevator to order wheat. 5. The truck driver brings wheat to the mill. 6. The miller grinds the wheat. 7. The baker calls the mill to order flour. 8. The truck driver brings flour to the bakery. 9. The baker and his helpers make whole wheat bread.
	2 cups of milk ½ cup of honey ½ cup of corn oil	Heat until hot, but not scalded.

Subject Social Studies Unit The Wheat Farm & the Bakery Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	1 Tablespoon of salt 4 cups of flour 1 egg	Take off of the heat and add:
		Let stand for about 10 minutes
		In another bowl stir:
	½ cup of warm water 1 Tablespoon of honey	Put 2 packages of yeast on top. Cover with a lid to keep warm. Leave this for 15 minutes then add it to the dough.
		Add:
	3 cups of flour	Then knead. Let it rise for 2 hours. Punch and hit the dough. Let it rise for 1½ hours. Put the dough in 2 greased pans. Let it rise for one more hour. Put the dough in a cold oven. Bake it at 350^0 for 30 minutes until brown.
To recognize words related to the process of bread-making.	Film - Bread Captioned Film #49 B & W 11 min.	Show the movie. Reinforce the vocabulary that you want to be meaningful to your group such as knead, rise, yeast, dough, and etc.
To make the student aware of different goods made in the bakery and career possibilities connected with the bakery.	Bulletin Board: "Goods from the Bakery" pictures of different items cut out of magazines and a big picture of a baker, all connected with strings of yarn.	Discuss different kinds of bakery products and the different kinds of jobs available in the bakery.
	Equipment and ingredients for making butterscotch chip and chocolate chip cookies.	Make cookies with the recipe of your choice. Through this activity, point out how the dough is different (i.e. you don't have to knead it).

Subject Social Studies Unit The Wheat Farm & The Bakery Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Reinforcement of the objective career possibilities in the bakery (clerk).	Paper and colored markers and crayons Table White paper for hats Cloth or newsprint to put the cookies on Something to put the money in	Set up a bake shop. Students can divide the following chores to get ready for the bake sale: 1. Make advertisements for cookie sale. 2. Make hats for bakers. 3. Set up table for cookies. 4. Put cookies on table in rows. 5. Draw pictures about bread making and cookie making. 6. Decorate the room.
To make the student aware that the baker makes money and can put it in the bank.		Have a bake sale for the whole school with 3 or 4 students working as clerks at the same time. Students who come to the sale are expected to pay for the cookies. Count the money and discuss what can be done with it. Field trip to a bank to open savings account. NOTE: This was done merely to expose the student to bank workers. It does not necessarily have to be part of the bakery unit; the money can be spent right away. We put ours in the bank to be taken out and spent in the spring to make the students aware that the bank is the best place to save their money and that it grows. NOTE: We took slides of the main activities throughout this unit. Students kept notebooks of the important concepts and vocabulary. OTHER SUGGESTIONS: Visit school bakery or bakery downtown.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware that some farmers provide the milk we drink.	Film - The Dairy Farm CFD #203 Color 14 min.	Show a film or filmstrip about a dairy farm.
To be aware of the work involved in a dairy farm.	Judy Learns About Milk CFD #17 B&W 10 min. Filmstrip - Milking from Life On The Farm Encyclopedia Britannica Films, Inc. 425 N. Michigan Ave. Chicago, Illinois 60611 Book - Greene, Carla I Want To Be A Dairy Farmer Picture Story Study Prints Set SP-122 Dairy Helpers Singer Society for Visual Education 1345 Diversey Pky. Chicago, Illinois Transparencies - Dairy Farm CF203a -i	Review concepts you want the child to understand. Some may be: 1. The machines used for milking must be cleaned. 2. How machines help the farmer. 3. The farmer must take care of the animals (cows). How? 4. Cows can give milk only after having calves. 5. What work must a dairy farmer do besides milking cows?
To be aware of the process milk goes through from the farm to the dairy.	Film - Milk CFD #64 B & W 11 min.	Show movie or filmstrip stressing the steps milk must go through from the farm to the dairy. Reinforce using pictures, transparencies, and etc. Stress the workers involved in each step.

Subject Social Studies

Unit Dairy Farmer & Dairy

Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To be aware of the different jobs available in a dairy.	Filmstrip - The Milk We Drink McGraw-Hill Book Co. Text-Film Division 30 W. 42nd Street New York, New York 10036 The Story of Milk from How We Get Our Foods Society for Visual Ed. Text-Film Division 30 W. 42nd Street New York, New York 10036 Transparencies - Milk CF64 a-g	Take a field trip to a dairy farm (Nelson's Dairy Farm Valley Springs, South Dakota) and a dairy. Have the children take slides or pictures to illustrate the process milk goes through. Review trip to dairy. What things did we see that were made from milk? Some of these products can be brought to class for the students to see and taste. Stress that different workers at the dairy make these different products. Pantomime Activity - Each child will have a turn making butter. We will be the part of the dairy that makes butter. Eat the butter on crackers.
To be aware of different products made from milk.	Cartons of: cottage cheese yogurt cream cheese butter cheese milk buttermilk cream Use for a bulletin board display. Materials for making butter: Cream, salt, jar or churn	

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of the importance of the rancher in providing food for us. To know that the rancher is an important farmer in South Dakota. To be familiar with the work involved in a ranch.	Filmstrips- Life on a Large Ranch. McGraw Hill Book Co. Text Film Division 30 W. 42nd Street New York, New York 10036 To a Ranch Eye Gate House 146-01 Archer Avenue Jamaica, NY 11435 Textbook - Your Neighborhood & the World Ginn & Co. p. 62-65 Walter Bones Ranch Parker, South Dakota	Show filmstrip. Teach the vocabulary that is meaningful. Stress: Ranches are on grasslands with homes far apart. Ranch hands help the rancher. Ranchers and ranch hands raise calves making sure they have enough water to drink, letting them graze on the grasslands, rounding up the calves to feed them again, and selling them to the market when they are big enough. Take a field trip to a ranch. (Walter Bones, Parker, SD) Reinforce the concepts taught. Have the rancher and ranch hands explain his job and answer any questions.
To trace meat from the ranch to the factory. To become aware of the career possibilities in a meat packing plant.	Filmstrip The Story of Meat; from How We Get Foods, Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614 Film - Where Does Our Meat Come From? 11 min. Color (not captioned) (see next page for ordering)	Show filmstrip or film. Reinforce: 1. Meat packers buy the calves. 2. Meat packers get the meat ready for the stores. Introduce and reinforce meaningful careers in the meat packing plant using slides. 3. Meat packers sell the meat to the stores. 4. Other meats that go to the meat packing plant: pigs, lambs Visit meat packing plant reinforcing concepts above.

Subject Social Studies Unit The Rancher and Meat Packing Plant Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Coronet Instructional Films Coronet Building 65 East So. Water St. Chicago, Illinois 60601 Slides of meatpacking plant.	

Subject Social Studies Unit The Rancher and Meat Packing Plant Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of wool and where it comes from. To become familiar with the career possibilities connected with wool.	Pictures reproduced from Your Neighborhood and the World, Ginn, p. 72, 73 Books · Wool in Pictures, Malcolm D. Kriger The True Book of Cloth by Highbert, Esther Film - Wool (from sheep to clothing) 11 min. B & W Encyclopedia Britannica Films, Inc., 425 North Michigan Ave. Chicago, Illinois 60611 (Not captioned) The Story of Wool 30 fr. color Society for Visual Education, Inc., 1345 Diversey Parkway Chicago, Illinois 60614 How Cloth is Made 30 fr. color Encyclopedia Britannica Films, Inc., 425 North Michigan Ave. Chicago, IL 60611	Discuss the pictures stressing: 1. Wool comes from sheep. 2. The career role of the rancher. 3. The woolen mill and careers associated with it. washing combing spinning weaving 4. Vocabulary may include: shearing combing spinning weaving ranch rancher loom fleece woolen mills sheep

Subject Social Studies

Unit Clothing - Wool
Farms that produce materials for clothing

Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of cotton and where it comes from. To become familiar with the career posibilities connected with cotton.	Pictures reproduced from Your Neighborhood and the World, Ginn. p. 76, 77 Visual Set (5th Grade room-SDSD) 1. Filmstrip-The Story of Cotton (not captioned) 2. Cotton boll 3. Bale 4. Cotton in various stages of process to the threads 5. Seeds Film - Cotton B & W 11min. Encyclopedia Brittanica Films, Inc. 425 North Michigan Ave. Chicago, IL 60611 (not captioned) Book - Cloth From Fiber to Fabric Walter Buehr	Discuss the pictures stressing: 1. Cotton comes from a plant. 2. The career role of the cotton farmer. 3. Career roles at the cotton gin and textile mill. 4. Vocabulary may include: cotton gin, bale, boll weevil, cotton boll, textile mill, combing, spinning, weaving Show the filmstrip, The Story of Cotton. 1. Reinforce the idea of the cotton plant. 2. The gin: 1) the cotton is separated from the seed, 2) cotton is packed into bales. 3. At the textile mill combing spinning weaving

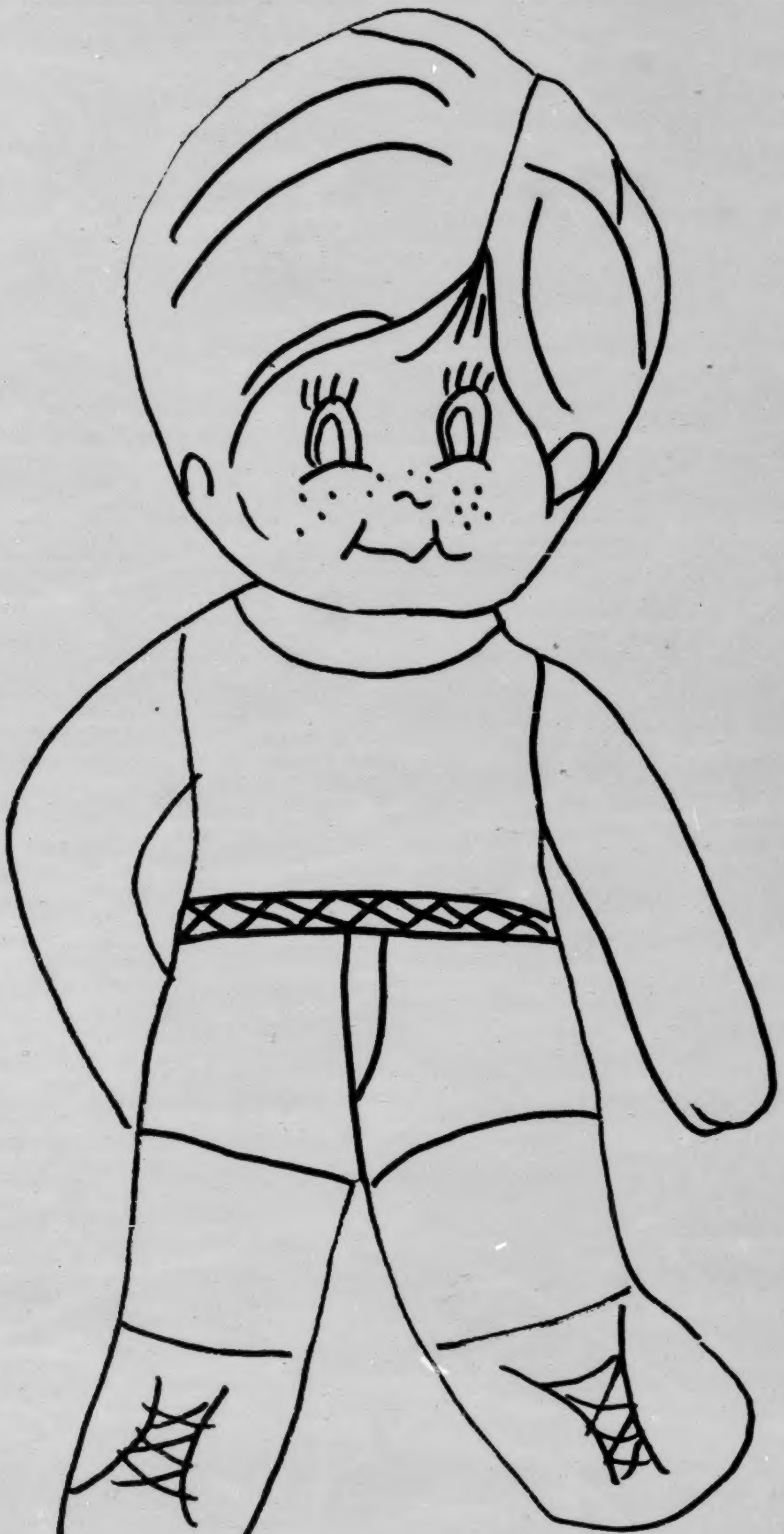
Subject Social Studies Unit Clothing - Cotton Grade Level 3

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Book - First Book of Cotton by Matilda Rogers SDSD Book - The True Book of Cloth by Esther Nighbert	

Subject Social Studies   Unit Clothing - Cotton   Grade Level 3
Farms that produce materials for clothing

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of silk and where it comes from.	Pictures reproduced from Your Neighborhood and the World, Ginn, p. 74, 75	Discuss the pictures stressing: 1. Silk comes from the silkworm. 2. Discuss the fact that most of the careers in silk are not available to us. 3. Vocabulary may include: cocoon silkworm loosen spin thread smooth soft
(This unit on silk is included to make the discussion of materials more complete. It does not offer discussion on the career aspect, but needs to be included here.)		
	Bulletin Board - Use pictures that have been reproduced with the captions: wool, cotton, and silk. Have a girl and boy (patterns included) dressed in samples of wool, silk, and cotton.	After studying about silk, cotton, and wool and reaching the point of each becoming cloth, a unit on "cloth becomes clothes" follows.

Subject Social Studies
Unit Clothing - Silk
Farms that produce materials for clothing
Grade Level 3



TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To become aware of the process involved in turning cloth into clothing. To introduce the careers associated with this process.	Pictures reproduced from Your Neighborhood and the World, Ginn, p. 82.	Discuss - Designer - has the idea for a garment. Draws a picture. Pattern makers - draws the different pieces of the garment. Spreaders - lay plies of cloth on top of each other. Markers - places the patterns on top of pile of plies. Cutters - uses a machine to cut out the pattern. Sorters - bundles each different part of the garment. Operators - sews the parts together on the sewing machine. Finisher - does the necessary hand sewing. Pressers - uses large steam irons to press out all the wrinkles. Packers - places clothes on a rack or in boxes for delivery. Truck drivers - takes the clothes to stores.
	Film - How is Clothing Made? (The story of mass production) CFD #621	Reinforce all the career roles as they come in the movie.
		Explain that sometimes clothing is made at homes on a smaller scale. Reinforce again the career roles that are in conjunction with the making of clothing by constructing a pair of slacks. Designer - drew the picture on the pattern Pattern maker - made the pattern - show the children the pieces of the slack pattern. Spreader - lay out the material (much smaller scale) Marker - lays the pattern on the material. We will pin this. Cutter - cut out using an electric scissors if possible to better simulate the cutting machine.

Subject Social Studies Unit Clothing Grade Level 3
Cloth Becomes Clothes

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Bulletin Board: May be made utilizing the pictures reproduced from Your Neighborhood and the World.	Operator - the teacher will become the operator by sewing the parts together on a sewing machine. Presser - press open seams. Finisher - finishing work can be done at home. Wear the slacks to school. Children should have the feel of all the different occupation possibilities associated with the production of clothing.

Subject Social Studies

Unit Clothing
Cloth Becomes Clothes

Grade Level 3

INTRODUCTION - INTERMEDIATE GRADES

Career education at the intermediate level continues to develop the condept of self-awareness, assists the child in identifying career possibilities, and begins to identify personal strengths and weaknesses.

This section includes units which can be taught independently or incorporated into the regular curriculum. These units were prepared to be specifically relevant to grades four through six. The general goals of the units are to provide information about the world of work, to provide a chance to explore various occupations, and to broaden the student's awareness of his environment beyond that of his family and school.

Areas of study were selected more on the basis of concreteness and availability of resources than according to job clusters. Methods chosen for presenting the selected units to the students include field trips, visual aids, and guest speakers in the classroom.

It is hoped that exposure to these units of study will aid the student in developing a positive and realistic view of his abilities, interests, and aptitudes, and aid him in realistic planning for a career.

Intermediate (4th Grade)

Topic: Pets and Responsibility
Subject: Language
By: Myrna Hesvik and Barbara Kelleher

Behavioral Objectives:

Upon completion of the unit, the students will be able to:

- a. Name some of the different responsibilities involved in having a pet of their own.
- b. Name some of the different animals the children could have for pets.
- c. Discuss the job responsibilities and duties of a veterinarian.
- d. Make a choice of a pet they would like to have and explain the reasons for choosing it.
- e. Explain how they would take care of their individual pets
- f. List foods appropriate for animals discussed
- g. Express a knowledge of local laws regarding pets, licenses, shots, etc.
- h. Express a knowledge of cost involved in keeping a pet
- i. Express a knowledge of facilities necessary for keeping certain pets

Career Related Vocabulary:

parakeet
canary
parrot
birdcage
responsibility
veterinarian
grooming
Humane Society
poodle
gerbil
hamster - guinea pig
license
canine
distemper shot
aquarium or tank
kennel
aerator

fleas
x-ray
bandage
litter
horns
bull
udder
nurse
stall
claws
feathers
cage
nurse
grooming
housebreaking
nails
nipples

solid food
animal ambulance
fresh water
fins - gills
kindness - love
hatch
live birth
scales or shells
vitamins
pockets
wild or tame
leash
training
faithful
pet or animal show

Career Related Instructional Activities:

1. Visit a pet store

2. Visit a pet grooming establishment

3. Visit the Humane Society

4. Visit a veterinarian

5. Visit an animal hospital
6. Visit a pet store
7. Have a pet day
8. Illustrate various pets and their homes
9. Write a short report about a pet of their choice
10. Write a report about an unusual pet
11. Complete teacher-made materials
12. Play games involving animal (pet) names such as BINGO, Lotto, etc.
13. Pantomime various pets and other students guess what animal is being portrayed
14. Write a skit involving pets and present it
15. Invite related personnel to come to the classroom to speak

Resource and Visual Aid Materials:

Films - 16mm	CF223	Home on the Farm by United World Films
	CF123	The Farmer by Encyclopedia Britannica
	724	Setting Up An Aquarium
	CF663	Animal School - Care of Your Pet
Slides	E160 - E167	Canine Clipping Post from SDSD Library
Filmstrips	WRC3	Pets by New Science Reading Adventures Office of Education Captioned Films for the Deaf
	WRD21	Mother's Pet by Life Reading Series #28 National Education Association Office of Education
	WRC32	John's New Pet by Life Reading Series #23 National Education Association Department of H. E. & W.
	WRB9	A Zoo Doctor At Work by My Weekly Reader Department of H. E. & W. Office of Education
Books	636 7857	Choosing a Pet (for Teacher's Use) by Jon Messman Grosset and Dunlap New York, New York

636 M821p	A Pet Book For Boys and Girls (teacher's use) by Alfred Morgan Charles Scribner's Sons New York, New York
636 P75t	The True Book of Pets by Illa Podendorf Children's Press, Chicago
636 B31p	The Real Book About Pets and How To Care of Them (for teacher's use) by Barbara Bates Garden City Books Garden City, New York
636.089 B453a	Animal Hospital by Melvin Berger John Day Company New York, New York
j636 w93g	Good Morning Farm by Betty Ren Wright Whitman Publishing Company Racine, Wisconsin
636.089 SL29w	What Happens At An Animal Hospital by Arthur Shay Reilly and Lee Books Chicago, Illinois
636.9 Si55d	Discovering What Gerbils Do by Seymour Simon McGraw-Hill Book Company New York, New York
636.8 Sch118w	Whiskers, My Cat by Letta Schatz McGraw-Hill New York, New York
636.7 Sc49h	How Puppies Grow by Millicent E. Selsam Four Winds Press New York, New York
636.2 D242w	What Is A Cow? by Gene Darby Benefic Press, Chicago, Illinois

Intermediate (4th Grade)

Topic: Supermarket Workers
Subject: Math - Money and Making Change

Behavioral Objectives:

Upon completion of the unit, the student will be able to:

a. Name 3 jobs related to the grocery store
b. Describe 3 jobs related to the grocery store
c. Name the money denominations and be aware of their values (penny, dime, quarter, half dollar, and dollar bill)
d. Tell what change is needed to make a dollar (i.e. 4 quarters, 2 quarters and a half dollar, 10 dimes, etc.)
e. Make change for 1 dollar
f. Buy items (in a classroom situations) and give the correct amount of money or receive the correct amount of change.

Career Related Vocabulary:

stock boy
manager
produce man
meat man or butcher
check out or cashier
carry out
janitor
consumer
penny
nickel
dime
quarter
half dollar
dollar bill
cash register
aisle
cart
stocking (a shelf)
produce
dairy products
canned goods
receipt
pricing
price labeler
frozen foods
conveyor belt
dustmop
scale

Career Related Instructional Activities:

1. Visit a grocery store, have supermarket personnel explain duties.
    a. manager
    b. cashier
    c. stock boy
    d. butcher or meat man
    e. carry out
    f. produce man
2. Students take pictures of above personnel (can be used as a bulletin board later and as a teaching tool for discussion and review).
3. Students make a list of 8 favorite foods and find price of it at the store.
4. Have own store at school - use empty containers brought from home - children role play in the store.

5. Students use play money to buy articles from the school store - gain practice in counting money and making change.

6. Students do exercises in the classroom counting money and making change.

7. Students complete worksheets in class related to money values, counting and making change.

Resource and Visual Aid Materials:

Filmstrips: #F1-40 Seeing the Use of Numbers - Set 1
Time and Money (use last half of this filmstrip) by Eyegate House, Inc. 103-H
#F1-20 Time and Money by Eyegate House, Inc. 27-D (use last half of this filmstrip)

Films - 16 mm #288 CFD Making Change For A Dollar by Coronet Instructional Films (No. 2083)
#307 CFD Arithmetic In a Food Store by Coronet Instructional Films (No. 2097)
# 54 CFD The Food Store by Encyclopedia Britannica Films, Inc.

Transparencies 1. New Elementary Math
Visual #12 - Money Values
Visual #13 - Overlay for Money Values

(the above are from:)
Midwest Regional Media Center for the Deaf
University of Nebraska
Lincoln, Nebraska

2. Math - 4 O Circle the Correct Amount
Math - 4 P Strawberry Sundae - Change From a Quarter
Math - 4 Q Party Shop

(the above are from:)
Minnesota Mining and Manufacturing Company
Copyright 1964

Duplicating Materials:

1.	A Shopping Trip	p. 10	U. S. Money - Level 3
2.	Adding Money	p. 12	U. S. Money - Level 3
3.	Subtracting Money	p. 13	U. S. Money - Level 3

(the above are from:)
Continental Press, Inc.
Elizabethtown, Pa. 17022

Study Pring Set: Supermarket Helpers
(from Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois

Independent Work Activities: 1. The Home Activity Series
"What Can You Buy?" Book 1
By Dell Publishing Co.

2. Teacher made worksheets.

Books: Let's Go to A Supermarket
by Victoria L. Chapman 658.878 C367L
G. P. Putnam Sons, New York

Intermediate (4th Grade)

Topic: Communication Workers, Theater of the Deaf
Subject: Social Studies - Communications Unit

Behavioral Objectives:

Upon completion of the unit, the student will be able to:

a. Be familiar with several kinds of media used for communication
b. Be able to relate communication devices to the concept of communication as a whole
c. Be able to name four different types of communication media used by man
d. Be able to name two jobs related to each area of communication studied.
e. Be able to describe the duties of two jobs in each area
f. Be able to role play at a variety of the jobs presented and discussed in class

Career Related Vocabulary

media
newspaper reporter
" editor
" printer
' photographer
books - author
printer
librarian
publisher
telephone installer
operator
repairman

television - actor
makeup
cameraman
wardrobe
lighting
interpreters
Theater of the Deaf
telegraph - telegraph operator
radio - announcer
news broadcaster
disc-jockey
microphone
letters - postal clerk
mailman
mail truck driver
mail sorter

Career Related Instructional Activities:

1. Visit a newspaper; look for and discuss the duties of the reporter, editor, printer and photographer. Have students take pictures of each worker named above. Have students role-play the various jobs when possible. Have students visit own print shop in school building and observe different skills related to jobs observed.

2. Visit the local telephone company; look for and discuss the duties of the installer, operator, and repairman. Have students take pictures of each worker named above. Have students role-play the various jobs when possible.

3. Visit a local television studio; look for and discuss the duties of the actor, make-up man, cameraman, wardrobe, interpreter, and director. Have students take pictures of each worker named above. Have students role-play the various jobs when possible.

4. Visit a telegraph office; look for and discuss the duties of the telegraph operator. Have students take pictures of each worker named above. Have students role-play the various jobs when possible.

5. Visit a radio station; look for and discuss the duties of the announcer, news broadcaster, and disc jockey.

6. Visit a post office; look for and discuss the duties of the postal clerk, mailman, mail truck driver, and mail sorter. Have students take pictures of each worker named above. Have students role-play the various jobs when possible.

7. Use pictures from above field trips for bulletin boards, class discussion, review and summary of what has been studied.

8. Students play a game in which they act out a particular job being studied and see if other students can decide by his actions which job the student is acting out.

9. Students play a variety of vocabulary games to increase their awareness of and reinforce their communication concepts.

10. Students complete worksheets in class related to communication workers being studied.

Resource and Visual Aid Materials:

Filmstrips	G-14	Railroads and Communications by Dudley Picture Corp. & Assoc. of American Railroads Transportation Building Washington, D. C.
Produced by- Education and Visual Arts Eye Gate House Inc. Jamaica, New York 11435		
	D2-1	Non-Verbal Communication
	D2-2	Verbal Communication
	D2-3	Written Communication
	D2-4	Story of Printing
	D2-5	Frontiers of Communication
	B-18	Communication
	G-14	Railroads and Communication

		My Mother Works In An Office by Education Activities Inc. Box 392 Freeport, New York 11520
Transparencies		Nebraska Transparency Master Sets-Series VI
		Midwest Regional Media Center For The Deaf University of Nebraska Lincoln, Nebraska 68508
		History of the US - Communications:
	H39	The Telephone
	H40	The Telegraph
	H41	The Radio and Television
	H42	Telestar
		Audio-Visual Division Popular Science Publishing Co., Inc. 355 Lexington Avenue New York, New York 10017
Films - 16mm		A Sense of Hearing (to order contact Bell Telephone)
	478 CFD	The Mailman
	641 CFD	But How Does It Get There?
Slides	P92	Telephone Company
	P70	Post Office
	P71	Post Office
	P72	Post Office
	P73	Post Office
	P74	Post Office
	E254	Deaf Workers at Post Office (from SDSD Library)
Books	W656C 647.9623	Come to Work With Us In A Telephone Co. by Jean and Ned Wilkinson Sextant Systems Milwaukee, Wisconsin 53210
	621.3875 G83	I Want To Be A Telephone Operator by Carla Greene Children's Press Chicago. Illinois
	384.6 D295c	Careers With A Telephone Company by Mary Davis Lerner Publishing Company Minneapolis, Minnesota

JF Sh24t	Wonder Starters - Telephones Wonder Books Grosset and Dunlap 51 Madison Avenue New York, New YOrk
383.122 Sh29w	What Happens When You Mail A Letter by Arthur Shay Reilly and Lee Co. 1967 Chicago, Illinois
383 B	Mr. Zip and The US Mail by Jene Barr Albert Whitman and Company Chicago, Illinois
383.14 G83i	I Want To Be A Postman by Carla Greene Children's Press Chicago, Illinois
383 M66t	True Book of Our Post Office and Its Helpers by Irene O. Mine Lab. School University of Chicago Chicago, Illinois
654 56t	First Book of Television by Edward Stoddard Franklin Watts, Inc. 699 Madison Avenue New York, 21, New York
384.55 W656c	Come To Work With Us In A TV Station by Jean and Ned Wilkinson Sextant Systems Milwaukee, Wisconsin 53210
070 W656c	Come To Work With Us In A Newspaper by Jean and Ned Wilkinson Sextant Systems, Inc. Milwaulee, Wisconson 53210
655 Ep8F	First Book of Printing by Sam and Beryl Epstein Franklin Watts, Inc. 575 Lexington New York 22, N. Y.
031 F519a	All Kinds of Signs by Seymour Reit Western Publishing Company, Inc. New York, New York
031 F519a	Adventures With Words by Adelaide Holl Western Publishing Co., Inc. New York, New York

070.43 Si58a	About News And How It Travels by Willma Willis Simpson Melmont Publishing Inc. Chicago, Illinois
001.5 Mc123h	How Communication Helps Us by Sybil Anderson McCabe Benefic Press Chicago, Illinois

Intermediate (4th Grade)

Topic: Construction Workers
Subject: Social Studies - Shelters

Behavioral Objectives:

Upon completion of the unit, the pupils will be able to:

a. Appreciate the hard work put forth by the Indians and early pioneers when building homes
b. Recognize some homes from other countries
c. Draw a floor plan of their own homes
d. Associate certain tools with the individual occupations studied
e. Realize that skills in measuring are necessary in many jobs
f. In order, explain the basic steps necessary to build a house
g. Understand the importance of interdependence in work
i. realize that cooperation is necessary in most work areas

Career Related Vocabulary:

(some or all of this vocabulary may be taught, depending on the ability of the students)

architect
bricklayer
builder or contractor
carpenter
carpetlayer or floor coverer
cement mason
electrician
excavator or earth mover
foreman (of a construction crew)
landscaper
painter
plasterer
plumber
roofer
blueprint or plan
brick
cement, concrete, or mortar
chisel
circuit breaker
concrete blocks
drains
wire
drill
file
frame
furnace
fuse box
hammer
level
nails
outlet
paintbrushes
pipes
plane
pliers
plug
saw
screwdriver
shingles
switch
tape measure
trowel
wallboard
wrench

Career Related Instructional Activities:

1. Draw floor plans of their homes

2. Use plastic building blocks to construct a building

3. Pick one career and write a short report from an encyclopedia

4. Use Lincoln logs to build a home

5. Roll logs from clay and build log cabins
6. Draw pictures of homes in other countries
7. Make a mud hut using mud and grass
8. View electrical wall in shop
9. Make a continuing mural, starting with pictures of early Indian homes, up to present homes
10. Tour new housing areas where construction is in process
11. Make dioramas of old or modern homes
12. Collect and display construction materials

Resource and Visual Aid Materials:

Films - 16mm	#160	Shelter by Encyclopedia Britannica
	#608	Economics: Workers Who Build Houses by BFA Educational Media
	#668	Building a Skyscraper and the Careers Involved
Transparencies	H157	The White House
	H158	The Interior of The White House
Slides:		Made from the book, Come to Work With Us in House Construction by Jean and Ned Wilkinson
Duplicating Materials:		Around the Neighborhood p. 25 and 26 Grade 2 Continental Press
		Workers in City and Country Grade 3 p. 7, 8, 9, 17, and 18
Books	728 W656c	Come to Work With Us In House Construction by Jean and Ned Wilkinson
	728 C24t	The True Book of Houses by Kathering Carter Childrens Press Sextant Systems, Inc. Milwaukee, Wisconsin
	Jf Sh24h	Homes pictures by Christine Starr Published by Wonder Books

	728 A	Houses by Irving and Ruth Adler The John Day Co., New York Grosset and Dunlap, New York
Filmstrips	D1-37	The Homes We Live In by Ginn and Company
	61-B	The Story of Building A House - Excavating the Cellar by Eye Gate House, Inc..
	61-C	The Story of Building A House - Building The Foundation by Eye Gate House
	61-D	The Story of Building A House - Building The Frame of the House by Eye Gate House
	61-E	The Story of Building A House - Gas, Electric, Plumbing, and Other Installations by Eye Gate House
	61-F	The Story of Building A House - Further Installations by Eye Gate House
	61-G	The Story of Building A House - Completing the Outside of the House by Eye Gate House
	61-H	The Story of Building A House - Completing the Inside of the House by Eye Gate House
	61-I	The Story of Building A House - The House Is Built by Eye Gate House

TEACHER MADE MATERIALS

Intermediate (5th Grade)

Topic: Industry - "What is an Industry"
Subject: Social Studies

Behavioral Objectives:

Upon completion of this unit, the students will be able to:

a. Identify the following jobs as part of the manufacturing process: dock worker, foreman, assembly line worker, inspector, receptionist, file clerk, secretary, building maintanence worker, warehouse worker, salesman, delivery man, manager, fork lift operator.
b. Identify the necessary resources for a manufacturing process such as cheap raw materials, large labor force, good transportation and favorable zoning and attitude by local authorities.
c. Arrange in order the steps used in several manufacturing processes.
d. Participate effectively in an assembly line operation and when given the proper equipment and instruction can function as a contributing member of a production team.

Career Related Vocabulary:

- industry
- raw material
- natural resource
- manufacturing
- plant
- shift
- time clock
- labor
- transportation
- conveyor belt
- automation
- package
- hard hat
- interstate
- designer
- inspector
- supervisor
- factory
- assembly line
- receptionist
- maintanence worker
- dock worker
- delivery person
- salesman
- foreman
- manager
- fork lift

Career Related Instructional Activities:

1. Show film No. CFD 520, "Geography of the U.S." to introduce the unit. Point out the interdependence of resources and people. List the resources necessary to an industrial area, such as labor force, raw materials, good transportation, climate, favorable zoning. Display a zoning map of Sioux Falls and discuss it.

2. Use the movie on Frozen Foods (CFD 357). This will provide a springboard for discussing kinds of workers, automation, safety regulations, health rules and resources. It can be used to show step by step the process of raw material to finished product with workers needed. If desired, a trip to the supermarket and warehouse could be used to accompany this film and relate it to the South Dakota scene.

3. Show the filmstrip, "My Dad Works In A Factory" from the series Fathers Work, Educational Activities Inc., S.D.S.D. Media Kit #13. Through the use of supplemental pictures, review the jobs common in an assembly line or factory. Career Pictures from Weekly Reader Awareness Program in Agri-Business or Manufacturing are useable as well as the book Let's Visit A Toy Factory. Each job could be illustrated and a short paragraph written about each job.

4. Reinforce the concept of using raw materials to complete a manufacturing process through use of movies such as Hot Dog Cardboard Boxes, Bricks, and Neon Signs. Ceramics In Art & Industry also is good. While the movies do not all use the same process or workers, they have a high interest level. A field trip to the rock quarry in Jasper, Minnesota will be used to show an example of a raw material.

5. Review of the manufacturing process on the local level through the showing of slides of Hiland Potato Chip Co. in the Industrial Park. (visits to this plan were previously made, but are no longer allowed) This will show the complete process through receiving raw potatoes to shipping filled bags as well as a review of all the workers involved.

6. Develop student activity lesson centered on making a map of South Dakota showing various town and industries located in each. The map can depend on the location of students homes and their experiences in visiting different cities in the state. Draw and illustrate local industries. As a minimum, the 3M plant in Brookings, Ravens and Morrells in Sioux Falls, the gold mine in Lead, Indian products from the reservation, Dakota Industries in Tea, can be included. As an added understanding, locate interstate highways on this map to show necessary transportation facilities.

7. Follow-up activity with student participation. This will involve selecting a product that can be made by mass production, setting up an assembly line, handling of materials (which may be teacher purchased or involve a class trip to a hobby shop), and assigning duties. Students should stay at one particular job long enough to do it will but also have experience in more than one task. The suggested activity is the making of small, foam rubber ladybugs that can be fastened onto a refrigerator with magnetic strips. These could either be sold or used as gifts.

Resource and Visual Aid Materials:

Filmstrips:	#C-33	Industrial Workers - Stillfilm, Inc.
	#D1-49	Industry - Haeseler Pictures
	#D-37	Power & Industry - Haeseler Pictures
	#D-24	Story of Printing - Haeseler Pictures
	#C-5	Resources & Manufacturing Industries - Rand McNally

Films-16mm:	CFD #595	Work Regulations
	CFD #671	Ceramics in Art & Industry
	CFD #357	Frozen Foods
	CFD #75	The Story of Sugar
	CFD #55	The Great Lakes
	CFD #547	The Industrial City
	CFD #253	Aluminum Workers
	CFD #589	A Boss Responsibility
	CFD #352	The Great White Trackway
	CFD #617	Hot Dog: How Do They Make Bowling Balls
	CFD #620	Hot Dog: Neon Signs
	CFD #619	Hot Dog: How Do They Make Cardboard Boxes
	CFD #618	Hot Dog: Where Do Bricks Come From
	CFD #653	Metal, Glass & Paper
	CFD #329	Modern Steelmaking
	CFD #634	Newspaper Behind the Scenes
	CFD #247	Rubber Workers
	CFD #669	California: A Case Study in Industrial Development
	CFD #621	How is Clothing Made? The Story of Mass Production
	CFD #425	Our Productive Resources

Transparencies:

H47-50	Industrial Growth - Popular Science
M20	The Story of Rubber - 3M Company
M22	The Story of Steel - 3M Company
H127	The Lumber Industry - Let's Tour the Pacific NW - Milliken

Controlled Reader Filmstrip:

Level 3	Cracker Factory - Educational Development Laboratories
Level C-3	The Tasty Twist - Educational Development Laboratories

Intermediate (5th Grade)

Topic: Tourism
Subject: Social Studies

Behavioral Objectives:

Upon completion of this unit, the students will be able to:

- a. Identify the employment possibilities found in tourism.
- b. Identify concepts and vocabulary associated with tourism.
- c. Demonstrate an understanding of the role of each worker in providing the necessities and pleasures for those who travel.
- d. Participate in field trips and other activities to develop an understanding of tourism.

Career Related Vocabulary:

tourist
tourism
national park
receptionist
reservation clerk
manager
maid
grounds keeper
janitor
waitress
waiter
cook or chef
bus boy
dishwasher
lifeguard
cashier - cash register
menagerie keeper
veterinarian
recreational director
mechanic
park policeman
concession stand workers
park historians
gardener
gift shop clerk
state highway
interstate highway
attendant
truck driver
bookkeeper
mechanic
lift
tool box
belts
tow truck
radiator
battery
tire gauge
storage tank
tank truck
nozzle
air hose
gas pump
gas tank

Career Related Instructional Activities:

1. Introduce tourism by showing the film, "This Land is Your Land." CFD225A. Discuss trips the students have taken with their families. Locate the places they visited on a map. List the necessary steps in planning a trip. Define tourism as an industry which provides services to vacationers. Define tourists as the people who travel to a place for their vacations.

2. Define a national park as land owned by the U. S. Government, which is used for the enjoyment of the American people. Select one or more of the following filmstrips to familiarize the students with national parks in the U. S.
    - a. National Parks of the Northwest & Pacific Coast States
      SDSD - D-3
    - b. National Parks & Monuments of the Eastern U. S.
      SDSD - D-5
    - c. National Parks of the S. W. United States
      SDSD - D-2

Chart: Enlarged from page 201 of Exploring Regions Near & Far
Should be used to discuss "What is a plant"?

Books: Let's Visit A Toy Factory by Wilkinson, Jean& Ned,
Sextant Systems, Inc.

Synthetic Rubber: The Story of an Industry, International
Institute of Synthetic Rubber Producers, Inc.

Behind The Scenes In A Car Factory by Harris, Leon,
J. B Lippincott Co.

Pictures: Weekly Reader Awareness Program - Agri-Business and Manufacturing

Magazine: South Dakota, Industrial Division, Department of Economic
and Tourism Development

    d. Yellowstone National Park
       SDSD - D-4
    e. National Monuments of the Southwest U. S.
       SDSD - D-6
    f. America the Beautiful
       SDSD - D-31

3. Use an outline map of the U. S. to show the location of the national parks in the U. S. Have each student pick a national park and write to the National Park Service - The Department of Highways, or the State Department of Travel & Tourism for information about the park.

4. Use a South Dakota map to locate national parks in our state. As a class, plan an imaginary trip to Rushmore National Monument. Use a map to mark the route we will take. Use this experience to teach interstate and state highways, and how they are shown on a map. Discuss services we will need on our trip--motels, restaurants, service stations, and etc.

5. Show the movie, Staying at a Motel CFD399. Relate the film to the students' own experiences. Discuss the roles of the following workers connected with the services of a motel through the use of pictures and the book, Come to Work With Us In a Motel by Jean & Ned Wilkinson. Include requirements necessary for each job.
    a. receptionist
    b. reservation clerk
    c. manager
    d. lifeguard
    e. entertainer
    f. maintenance person
    g. cashier
    h. room service waiter
    i. doorman
    j. grounds keeper

6. Develop further understanding of the occupations by involving the students in one or more of the following activities.
    a. role playing
    b. team games, envolving matching the name card to the picture card
    c. list the necessary tools or equipment used by the people in each of the occupations
    d. invite some motel workers into the classroom to discuss their jobs

7. Show the movie, Eating in a Restaurant CFD379. Discuss the roles of the following workers connected with the services of a restaurant.
    a. manager
    b. chef or cook
    c. waitress
    d. waiter
    e. bus boy
    f. dishwasher
    g. maintenance person
    h. cashier

8. Show the filmstrip from Mothers Work Too - My Mother is a Waitress, Educational Activities Incorporated #137M SDSD Media Kit #12. Bring a menu to class and discuss the various items and prices listed on it. Do some role playing allowing the students to take turns ordering from the menu. Also role play the waitress and the cashier.

9. Participate in a field trip to a large motel which includes a restaurant. Have the students identify the workers they see. Allow each student to interview one worker.

10. As a culminating activity, choose from one of the following.
    a. Write a story about the field trip for the school newspaper.
    b. Make a floor plan of the motel, listing the workers in each area.
    c. Make a bulletin board showing the various workers.

11. Stop at a service station on our imaginary trip. Use slides to introduce the following workers and the related vocabulary.
    a. manager-owner
    b. attendant
    c. hose
    d. gas pump
    e. nozzle
    f. gas tank
    g. storage tanks
    h. tank - truck
    i. truck driver
    j. air hose
    k. dip stick
    l. tire gauge
    m. battery
    n. radiator
    o. tow truck
    p. mechanic
    q. bookkeeper
    r. lift
    s. tool box
    t. belt

12. Go on a field trip to a service station. Have students match cards to the workers and related vocabulary items they see.

13. Continue to develop the unit through.
    a. Draw pictures to illustrate the vocabulary.
    b. Read books about service station workers, and write a report.
    c. Interview a service station worker.
    d. Make an 8mm movie about the service station.

14. Show slides of the Black Hills National Forest and Mount Rushmore National Monument. Use the slides and various pictures drawn from books about national parks or park rangers to discuss the

various workers found in a national park, and the services they perform.

a. park ranger
b. park historian - museum
c. park naturalist
d. tourist guide - information center
e. gift shop clerk
f. park policeman
g. gardener
h. concession stand worker
i. letterer
j. architect
k. groundskeeper
l. menagerie keeper - zoo worker
m. veterinarian

15. Have the students make a booklet illustrating the above occupations. (Travel brochures, magazines, or student drawings may be used). Write a brief description of the occupation under each picture. Give the students out of class activity showing sketches of tools or equipment used by the various workers to perform their services. Student should be able to write the worker associated with each piece of equipment.

16. As a culminating activity, choose from one of the following:
a. Show the film, From Yellowstone to Tomorrow #985, which may be obtained from Northwestern Bell.
b. Visit the U. S. S. South Dakota Memorial in Sioux Falls.
c. Visit the Pipestone National Monument.in Pipestone, Minnesota.
d. Visit a zoo doctor or ask him to come and talk to the class.
e. Ask a representative from the Game, Fish, and Parks Department to come and talk to the class.
f. Ask a travel agent to come and explain the costs for a trip to various places in the United States.

Resource & Visual Aid Materials

Films 16mm -	CFD 399	Staying at a Motel
	CFD 225A	This Land is Your Land
	CFD 379	Eating in a Restaurant
	985	From Yellowstone to Tomorrow (Northwestern Bell Co.)
	980	It Couldn't Be Done (Northwestern Bell co.)
Filmstrips -	C-33	My Mother Is a Waitress from Mothers Work Too Educational Activities Incorporated #137m SDSD Media Kit 12
	D-3	National Parks of the Northwest & Pacific Coast States SVE

	D-5	National Parks and Monuments of the Eastern U. S. - SVE
	D-2	National Parks of the Southwest U. S. - SVE
	D-4	Yellowstone National Park
	D-6	National Monuments of the Southwest U. S.
	D-31	America the Beautiful SVE
Books -		The National Parks by Stewart L. Udall, G.P. Putnam's Sons, New York.
		The USA in Color by Editors of Holiday, Curtis Publishing Company, Philadelphia
		National Parks by Paul Jensen - Golden Press, New York
		Read About the Parkman by Francine Klagsbrun - Franklin Watts, Inc.
		Park Ranger by CB Colby Coward, mcCann & Geoghegan Inc.
		Historical American Landmark by C. B. Colby - Coward, McCann New York
		I Want to be a Service Station Attendant by Eugene Baker, Childrens Press, Chicago.
		South Dakota Conservation Digest South Dakota Department of Game, Fish & Parks
		South Dakota - Industrial Division, Department of Economic & Tourism Development
		American Forests - The American Forestry Association 1319 Eighteenth Street, N. W. Washington D. C.
		I Want to be a Waitress by Eugene Baker, Children's Press Chicago

Come to Work With Us in a Hotel
by Jean & Ned Wilkinson - Sextant Systems Inc.

What Happens at a Gas Station
by Arthur Shay

Come to Work with Us In a Motel
by Jean & Ned Wilkinson
Sextant Systems, Inc.

Intermediate (6th Grade)

Topic: Self Awareness - "How Do I Act"
Subject: Language Arts - Special Reading

Behavioral Objectives:

Upon completion of this unit, the student will be able to:

- a. Act out several adjectives commonly associated with classroom, home, or job behavior.
- b. Relate a behavior to proper role situation.
- c. Demonstrate in a natural classroom situation that they understand proper behavior.
- d. Match certain behaviors to commonly associated occupations.
- e. Show their moods and emotions through talk, acting, writing, drawing, singing and dancing.
- f. Demonstrate awareness of self as being stronger in certain qualities than others.

Career Related Vocabulary:

bashful
spoiled
ashamed
patient
cheerful
stubborn
independent
nervous
salesmen
athlete
policeman
construction worker
taxi driver
principal
dentist

proud
foolish
frightened
homesick
dependable
helpful
cross
guilty
waiter
actor
zookeeper
teacher
stewardess
nurse
audiologist

responsible
naughty
disappointed
important
friendly
kind
angry
afraid
waitress
fireman
forest ranger
housewife
druggist
doctor

Career Related Instructional Activities:

1. Introduction - Happiness
    - a. Display several pictures of "happy" emotions. Discuss each one.
    - b. Display slides of "Happiness is a Warm Puppy". Read captions.
    - c. Allow students to express creatively their own feeling of "Happiness is ....." by completing the sentence with several additional illustrations.

   d. Use poetry, songs, or additional activities to further illustrate the concept of happiness.

2. Afraid
   a. Use large poster from "Moods and Emotions Teaching Pictures" (David C. Cook Publishing Company) to illustrate fear. Discuss the picture with the students.
   b. Associate fear with various occupations by discussing why each of the following would feel fear: fireman, policeman, zookeeper, forest ranger, construction worker. Discuss how you would feel when you go to the doctor or dentist. How can fear be overcome?
   c. Using a transparency of a haunted house (from Creative Writing, Intermediate Level - Milliken), have them pantomine a series of actions commonly associated with the picture.
   d. Supplementary materials which could be used to illustrate fear are The Afraid Book and I Don't Want to go to School from Bookshop A.

3. Feeling Angry, Cross, Upset
   a. To introduce the lesson, show slides made from the book "Let's Be Enemies". Read and discuss the story.
   b. Show posters 5, 15, and 16 from Moods and Emotions Teaching Pictures. Discuss how the children in the pictures feel and why they feel that way.
   c. The films Our Angry Feelings and Getting Angry may be used to illustrate the emotions anger and upset.
   d. By role playing "If I were a ______________, what would make me angry"?, show that workers often feel angry, cross, and upset. Use the occupations of teacher, housewife, and taxi driver as examples.

4. Being Helpful, Friendly, Cheerful, Kind
   a. This unit may be introduced by a variety of audio-visual aids from the available captioned films. Some possibilities to choose from, depending on the level of the class are:
      CFD #397, Meeting New People; CFD #380, New Boy At School;
      CFD #507, Week End Visit; CFD #292, A Very Special Day;
      or filmstrip No. WAC-33, The Big Fight.

      All of these audio-visual aids would provide a good discussion of situations where people use the emotions for this lesson.

   b. Following the introduction, further clarification may be obtained by discussion of the Good Citizenship Cards from Milton Bradley #7530 and from Cards of Emotions from the Instructo #1215, Understanding Our Feelings. These will further reinforce the vocabulary.

   c. A listing of occupations in the area of helpful jobs or jobs that require one to be kind and cheerful include: stewardess, druggist, principal, nurse, doctor, dentist, audiologist, waiter, waitress, and teacher. Students might decide which of these, if any, they might have an interest in. Filmstrips that show special occupations within this area are D1-30, Working Together In A Neighborhood and My Mother Is A Waitress from the David Cook series from the set titled My Mother Works Too. Peabody cards are also helpful.

d. A final activity for the group to carry out would be a large group project of some help to the others, such as making a bulletin board or hall display where they must co-operate in a group effort. Also possible would be the planning and carrying out of a party in season, such as Valentine's Day.

5. Acting Stubborn, Guilty, Selfish, Naughty, Spoiled
   a. Since these words each have specialized meanings, the teacher might best demonstrate the meaning by actual demonstration method before the class. (for example, by refusing to share candy with the group and eating it all oneself to show the word selfish) The film CFD #631, The Milk Money visualizes the term selfish.
   b. After one of these words has been done, move to another by the same demonstration method. The word guilty could be shown by doing an unkind act to another person and later apoligizing for it. the film CFD #546, The Hunter covers the feeling of guilt very well.
   c. Students might suggest what jobs make them feel stubborn and why. This would best be done in relation to actual assigned jobs in the classroom, dorm or family.
   d. A listing of how students act spoiled or naughty at different age levels would be relevant. The filmstrip #G28, Manners in Public and #G27, Manners at A Party might relate to these two words.
   e. Students might enjoy selecting a word, dramatizing some activity with it, and having the group guess what word and what activity was done. This would be a form of charades.

6. Supplemental Adjectives
   a. Words not built into specific lessons but possible to use at this level might be quickly covered after a firm background on the basic vocubulary has been started. Simple identification of word meaning with clear definition and signs may be sufficient to cover the additional vocabulary. Words that might be used not as a unit, but individually, with pictures, drawings etc. are: curious, proud, honest, patient, bashful, homesick, lonely, eager, foolish, disappointed, nervous, responsible.

b. These words could be related to jobs such as an athlete feels proud if he wins, a clown acts foolish, an actor feels nervous, a student feels homesick, etc.

7. Worker Emotions
   a. Use one or more of the following films to show how emotions of a worker affect his job and his fellow workers.

Series: Dealing With Problem People:

CFD #601, The Disorderly Worker
CFD #657, The Forgetter
CFD #658, The Hothead
CFD #659, The Scoffer

Intermediate (6th Grade)

Topic: Beginning Responsibility - Citizenship and Government
Subject: Social Studies

Behavioral Objectives:

This unit is meant to acquaint students with their city, county and state government and employees on an introductory basis. It is meant to follow the students' study of the history and economic aspects of South Dakota now taught in the sixth grade social studies. Emphasis at this grade level should be on actual visitation, speakers, or class discussion and not on detailed aspects of political parties or election procedures. Of much greater benefit to sixth graders will be attention to duties of a citizen and helpful aspects of government.

a. In addition to previously known occupations, such as fireman, policeman, zookeeper, and etc., students will list duties of the following people: mayor, city commissioner, county commissioner, board member, governor, representative, senators, sheriff, highway patrolman and highway employee, inspector, register of deeds, judge, recreation worker, Game Warden, parking lot attendant, and workers commonly seen in any building visited such as janitor, secretary, and city health employees.
b. Students will explain importance of the following buildings or offices: City Hall, Court House, Capitol, Detention Center, Humane Society, Penitentiary, Airport, Highway Patrol Office, Vocational Rehabilitation Office, County Extension Agent, City and County Jail, and office of Game Fish and Parks.
c. Students can correctly label selected government duties as city, county, or state duties and also label responsibilities as to that of a city, state, or county citizen.
d. Through participation in visits, students will demonstrate appreciation of the role various government workers play.
e. Students will demonstrate growth in appreciation of the role of government both in governing and assisting people, such as services provided by state institutions and agencies.
f. Students will show growth in feeling of self worth through knowledge of the importance of the role of a citizen of the city, county, or state and through broader understanding of job possibilities available to them.

Career Related Vocabulary

zone
zoning
city limits
board
respect
inspect
attendant
employee
govern
duties
recreation
commission
agent
welfare
University
elect
agriculture
juvenile
all occupations and buildings previously listed.

Career Related Instructional Activities

1. Discuss the city government under the following guidelines:
    a. Why does a city need government?
    b. Who are the leaders of city government?
    c. What building is the headquarters of city government?
    d. What duties does the city have to offer its citizens?
    e. What are the responsibilities of a citizen in a city?

2. Visit a city commission meeting and tour City Hall to see employees there.

3. Formally list the duties of the city government including fire department, police department and jail, park and street department, water and sewer department, health department, city recreation, zone rules, airport, library and museum, zoo, arena, dog and pet control, and municipal court.

4. Discuss the responsibilities of a city citizen including chaining pets, shoveling sidewalks, keeping a neat yard, supporting schools,. cooperating with city safety and health inspections, litter control, obeying all city laws, parking properly, showing respect for city buildings and employees, and cooperating with zoning rules.

5. Review all occupations within the city that have been discussed or observed. Make a poster that would illustrate one city employee at work.

6. Divide students into groups and have each group present some problems their city has been faced with recently. They may require some concrete examples before they will understand the task. Some of these would be swimming pool construction, dog and pet control, flood control, liquor licenses, bridge and road problems, or noise control.

7. To introduce the county, use a map of the state so each can locate his own county. Discuss why we need county government control, what area it covers, what the leaders are called, how they are elected, and the meeting place for county government.

8. Visit the courthouse. In most cases it will not be possible to sit in on an actual county commission meeting but a visit will show them all the offices and services and employees.

9. Following the courthouse visit, list the duties of a county government including roads and bridges, sheriff and county jail, licenses, rural school supervision, tax collection, agricultural supervision, zone laws, register of deeds, and welfare supervision.
10. Visit the Juvenile Detention Center.
11. List the duties of a county citizen including voting, respecting county buildings, obeying the sheriff, buying licenses and paying taxes on time, and having a knowledge of available facilities.

12. State Government
Through filmstrips (H21), introduce the concept of three branches of government, a state capitol, and state symbols. Make use of library resources such as the encyclopedia for facts about South Dakota's state bird, motto, seal, flag and song.

13. Obtain enough maps of South Dakota so each student has a map. Discuss the duties of a state regarding colleges and state institutions. Use the map to locate each place. Make a list of them for further review. To clearify how these places provide opportunity for employment, list all the jobs at one sample institution, such as the School for the Deaf.

14. Using the key on the map of South Dakota, locate state highways. Workers who build and supervise roads and highways will give the students understanding of more occupations possible. Introduce the highway patrolman's duties and need for this person.

15. Visit the Highway Patrol office in Sioux Falls so the students can observe the radio communication and visit with the patrolman regarding specific duties.

16. Using the South Dakota map locate all State Parks. Those within driving distance of class members should be familiar to them. Decide what duties state park employees perform and how these outdoor jobs might be different from some jobs studied earlier. If possible, have an employee of the South Dakota Department of Game, Fish, and Parks speak to the class, distribute literature, and explain duties. Review a citizen's responsibility when using any state park or campground.

17. Invite one of the seniors who has visited the State Capitol to speak to the class about the Capitol, to explain duties of Congressmen, and tell about touring the governor's mansion. Use filmstrip D2-18

18. Allow each student to contribute to a bulletin board something that is associated with South Dakota in the way of a job opportunity. This might be approached from the topic "Something I May Be Good At" in which each student would illustrate some concept he might have of a possible future occupation.

19. The role of Vocational Rehabilitation should be emphasized both as a state agency and an aid to persons interested in job training. While these students are young for the service, they may be familiar with it from juniors and seniors who receive counseling from this office.

Supplemental Activities

Films (captioned)	453	Story of a Trial
	536	Changing the Law
	117	Department of Justice

	14	How We Elect a President
	552	Litterbug
	230	What Liberty & Justice Mean
Transparencies	H 21	Three Branches of Government
	H 147-162	Federal Government
Filmstrips	G 41	President
	C1-28	Presidency
	D1-1	Symbols of America
	D1-18	Congress
	D2-18	What Is A Governor
	D2-19	What Is A Congressman
Books		Let's Go to Vote- McCarthy
		What a Congressman Does- Hoopes
		First Book of Elections- Lindop
		Know Your Government- Rose
		Let's Find Out About the City- Pitt
		The City and Its People- Schwartz
		We Are the Government- Elting
		What a State Governor Does- Hoopes
		Careers in a Police Dept.- Beame
		Election Day - Phelan
		About the People Who Run Your City- Newman

Other - map of South Dakota, published by the Highway Department

INTRODUCTION - SECONDARY

Working independently, eight participants of the Career Development class designed thirty-nine (39) curriculum programs for the secondary level. This level includes grades seven through 12. The format used was divided into three sections: (1) objectives, (2) resource materials and (3) career related instructional activities. These three areas were then correlated to facilitate the teacher's work; i.e. in order to meet specific objectives it will be necessary to use the suggested resource materials and planned activities.

According to the U.S. Department of Health, Education and Welfare, there are 15 job clusters in the labor market. Each job cluster is composed of several subdivisions with specific jobs noted for each. Not all of these jobs were covered by the class. They were able to deal with twelve (12). Some of the jobs may not be advisable for the deaf person to pursue. The curriculum development participants, who included South Dakota School for the Deaf staff, were careful that their job selections would be the most practical for the deaf person.

The twelve (12) job clusters that were covered include: Agribusiness and Natural Resources, Business and Office Occupations, Communication and Media, Construction, Consumer and Homemaking, Environment, Fine Arts and Humanities, Hospitality and Recreation, Manufacturing, Personal Services Occupations, Public Service and Transportation. A sampling of curriculum includes land management post office operations, roofers, child development, receiving and stock clerks, mortuary science and stagelighting technicians. Each separate curriculum is designed for use either within a regular class or as an independent unit.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Develop an understanding of and a liking for children. Develop reasons for children having differences in likes and dislikes. Develop an understanding of emotional needs and problems of children. Satisfy the needs of children through a selection of materials and equipment for different age levels. Demonstrate safety measures and how to teach safety to children.	"Day Care Centers", McLead, Evan., Good Housekeeping, Sept., 1971. Reading and Writing Before School, Hughs, Felicity., St. Martens, 1971. Teaching Young Children, Beyer, Evelyn., 1968. Sesame Street, Gordon of Sesame Storybook, Robinson, Matt., 1972.	Take a field trip to a day care center. Try to get as much experience working with children, such as day camps during the summer. Watch "Sesame Street." It gives you new ideas about teaching pre-schoolers. Babysitting jobs; try to pay special attention to the personalities of the children in the care. Teach children numbers and the alphabet. Help in programs at recreation centers, playgrounds, libraries, churches, or summer camps.
Demonstrate the proper bathing techniques with children. Emphasize precautions to be taken when bathing a baby. Emphasize that it should be a very pleasant experience for the child. Develop a guide for babysitters or possibly young mothers.	Parents Magazine Book of Baby Care, Duncan, Eleanor., McGraw-Hill, 1952. The Encyclopedia of Child Care and Guidance Double Day, 1963. The Family Book of Chil Care, Niles, Newton., Harper Brothers, 1957. Film - Baby Care, Captioned Film, No. CFD 351.	Have a mother bring in her baby for the students to handle and play with. Invite a nurse to the class and discuss the various techniques of baby care. Have the students do research projects on the many different career opportunities in the field of child care. Report their findings to the class.

Subject Home Economics - Child Development **Unit** Health **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Film - Baby Meets His Parents, Baby's Day At 40 Weeks, Baby's Day At 12 Weeks, Bathing Time For Baby, Sioux Falls Public Library. Filmstrips - Bathing The Baby, Feeding The Baby, Preparing The Formula, Caring For Children, Anxieties Of Children, A Pictorial Guide To The Four-Year Old, What To Expect Of A Two-Year Old, How An Average One-Year Old Child Behaves, Portrait Of A Five-Year Old, Introducing The Three-Year Old, Sioux Falls Public Library.	

Subject Home Economics - Child Development   Unit Health   Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To acquaint the students on the opportunities of work in the field of construction and to familiarize the students on the skills involved in each of the different areas of work.		
Asbestos and Insulating workers - the student should be made aware of the importance of the job of insulating a building or home. Also the student should be aware of the math that is involved in this kind of job and the knowledge of the different kinds of insulating materials.	Asbestos and Insulating Workers Occupational Outlook Handbook	Call a lumberyard and ask prices for materials to determine cost. Also ask for a sample of various insulating materials. Find the cost to insulate a area about the size of the classroom.
	Government Printing Office	Call a union office and ask what the hourly wage is for a worker in this field. Then determine about what that person will take home in wages.
	Career Pictures Xerox Corp. Publishing 1245 Long Hill Road Middletown, Conn.	Take the class on a field trip to a home being built and observe the manner that the insulation is being installed.
	Daly, Donald F. Aim For A Job In The Building Trades. Richards Rosen Press, New York	Show the importance of insulation by doing simple experiments: Show that insulation is flame-resistant. Show that insulation will not let heat or cold through. (Hold material over a hot plate - notice that no heat can be felt above the material).
	SRA Work-Widening Occupational Roles Kit #25	Have students make a bulletin board showing pictures and samples of different kinds of insulation.
		Discuss the savings of heat or cooling that insulation provides and savings of energy.
		Have students make a scrapbook using pictures from construction jobs.

Subject Science & Math

Unit Construction

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Bricklaying:		Have someone from the construction field come to class to explain what the various jobs consist of and schooling needed to apply for that job. Also have the visitor bring the various tools that are used in each job.
To acquaint the students in the field of construction, of the job of bricklaying. The students should know how to figure cost of materials, know the different kinds of brick, know how to lay bricks at angles and curves and how to read blueprints for a job.	SRA Work- Widening Occupation Roles Kit #48 Film - Building of a Skyscraper - the careers involved. # CFD668 Bricklayers Occupational Outlook Handbook Government Printing Office	Observe a building being built and point out the different ways that blocks or bricks are set. Observe the school building and point out the different patterns that the bricks or blocks have been layed.
	Film - Hot Dog: Bricks (Films listed are not captioned) #CFD618 Filmstrip - Making Bricks for Houses B & W Film From E.B.F.	Call a lumber yard and ask what are the various kinds of bricks and the prices of each. Point out that the cement used in bricklaying is very important and the wall is no stronger than the cement that holds it together. Discuss the wages that are paid to a person who is a bricklayer. Invite a bricklayer to school to discuss the opportunities in bricklaying and discuss the schooling or training required. Discuss the fact that walls have to be thicker at the base to support the weight of building.

Subject Science & Math Unit Construction Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Carpenters: To familiarize the student on the opportunities of a carpenter in the field of construction. The students should know how to nail wood, different kinds of wood, how wood is graded, how to cut wood, where wood comes from, the cost of wood and the advantages of wood in building trades.	SRA - Work - Widening Occupational Roles Kit #54 Films - CFD #451 House Builders CFD #589 Construction Workers CFD #438 Handtools for Woodworking CFD #348 Houses Have 4 Sides CFD #358 Lumber Yard CFD #360 Make A House Model CFD #251 Woodworkers CFD #608 Economics: Workers Who Build Homes (Not captioned films) Lumber for Houses B & W from EBF Build A House B & W from EBF	Discuss the importance of a carpenter to the building of a home or office. Show the tools that a carpenter uses and describe the job of each one. Take a field trip to a lumber yard. Ask the prices of different sizes of wood. Have a wood shop teacher come to class with samples of wood. Explain the difference in the wood. Have a carpenter visit the class. Describe what he does for a living. Have him show the proper way to drive in a nail. Let the students make something from wood. Such projects could be bookends, bird houses, and lamps. Take the students on a tour of a woodshop to show the hand and power tools a carpenter uses. Take a field trip to a saw mill and watch how trees are changed into lumber.

Subject Science & Math Unit Construction Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	(not captioned filmstrip)	
	Building A House B&W from EBF	Observe a home being built. Point out that the carpenter has to know math to find the angles and cuts he needs to build walls or roofs.
	Building A Shell of A House Color from SVE	Call a union and find the hourly wage being paid to a carpenter.
	Career Pictures Xerox Corp. Publishing 245 Longhill Road, Middle town, Conn.	Have students make a bulletin board: showing a home being built tree to lumber to a home various jobs of a carpenter
		Have students write reports on things that are made by a carpenter.
		Visit some factories that make wooden products and visit with people who work all day with wood.
		Have students design and build a model home using balsa wood.
		Have students keep a scrapbook with pictures they find of carpenters at work and wood products made by carpenters.

Subject Science & Math
Unit Construction
Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Cement Mason: To familiarize the students with the job of cement mason. The students should have a understanding of what the job of cement mason is. Materials used by cement masons, tools that are used, and skill needed to be a cement mason should be understood.	SRA Work- Widening Occupational Roles Kit #57 Films - CFD #668 Building Skyscrapers and the Careers Involved. (non-captioned films) Filmstrip - Building The Foundation color from SVE Cement Mason Occupational Outlook Handbook Government Printing Office	Have the students observe the cement being poured on a construction site. Explain the various equipment being used. Call a cement contractor and find the price of cement and then determine how much money it would cost just to replace the floor in the class room. Call the union office and find the wages of a cement mason. Invite a cement mason to visit your classroom and have him describe all the various hand tools he uses and the job of each one. Get some cement and have the students mix some according to the directions on the bag and pour the mixture into a wooden form to make a cement brick. Explain the different grades of cement and mixing procedures. Find out from a cement contractor why there is different grades of cement.

Subject Science & Math **Unit** Construction **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Electricians: To acquaint the students on roles the electricians play when a building is constructed. The student should know the training that is required, tools of the trade, the building codes that a electrician must follow, different materials that are used, and the general knowledge of electricity that a electrician must know.	SRA Work - Widening Occupational Roles Kit #106 Films - Electricity: Wires In Your Home. CFD #541 Electrician - Occupational Outlook Handbook Government Printing Office.	Show the students the wiring in the school. Trace where the power comes in to, where it ends up in the room. Do experiments with electricity. Teach the different parts of an electric circuit. Invite a electrician to come and visit with the class on what his job is all about and what training he needed to be an electrician. Get a set of blue prints -(from your home, or from the school) and follow the wiring diagrams. Show where various outlets, switches, and circuit breakers go. Get samples of different kinds of wires, switches, circuit breakers, and fuses. Observe a home being wired. Call an electrical supply house and get prices of various pieces of electrical equipment. Call the union office and ask what the going rate is for an electrician. Have students wire a circuit together where it consists of several switches, outlets, and lights. Show the students the proper method for wiring. Get a copy of the building code for city or town and discuss the minimum sizes for wiring. Have students design a bulletin board showing where electricity is made and how it arrives at your school and up to your outlet.

Subject Science & Math Unit Construction Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Glaziers: To familiarize the student as to the job of a glazier. The student should know how the glass is cut, fitted, and installed. Also, the student should be informed on all the different kinds of glass and installation methods.	SRA Work-Widening Occupational Roles Kit #146	Invite a glazier to come to your school and show the students how a window is fitted, ground, and cut to fit an opening. Also ask what kind of training is needed to be a glazier.
	Glaziers Occupational Outlook Handbook Government Printing Office	Take your class to a glass outlet store and show the students the various kinds of glass, mirrors, and leaded glass. Also, it may be possible to observe the store making a mirror for some customer.
	Non-captioned films	Have the students read books on how glass is made. If a glass factory is near your school, visit the factory so students can see how glass is made.
	Filmstrip - Making Glass for Homes B & W from EBF	Take the students around your town and show them all the different windows and designs made from glass. Visit several churchs in your area that have stained glass windows.
		If a building is being built in your area, find out when the glass is going to be installed and bring your students and observe how the men handle the glass.

Subject Science & Math Unit Construction Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To make the students aware of the different aspects in drafting.	Industrial Arts Education Curriculum Guide, Sioux Falls, S.D., pp. 78.	Students are then exposed to different aspects of drafting such as machine drawing, sheet metal drawing, woodworking drafting, electricity plans, architectural work, and map-graph drafting plans.
	Industrial Arts Education Curriculum Guide, Sioux Falls, S.D., pp. 80-81.	Students are able to do the following: Dimensioning, basic fundamentals in drawing, pictorial pattern development, schematics in electricity, simple floor plans and structural drawings, and all engineering aspects.
To provide the opportunity for students to draw a three-dimension plan of a house.	Make A House Model, Captioned film No. CFD 360.	Students learn about the basic principles of building a house.
		Students learn how to figure out approximate sizes of rooms as needed through the mathematical procedures.
		Students are able to identify proper constructive designs in building a house.
		Students are able to plan materials/procedures necessary in building a house - living areas, lot and grounds, elevations, electrical, plumbing, heating, cost estimates, financing, and building codes, etc.
To provide opportunity for students to explore the occupations in the Manufacturing cluster.		By using field trips, school library, guest speakers, etc. the students should explore the career opportunities in the Manufacturing cluster in general, and the Drafting industry in particular. Reports should be given to the class.

Subject Industrial Arts - Drafting **Unit** Manufacturing **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Acquaint the students with the different occupations relating to the drafting field.	Careers, The Institute for Research, Selecting A Career, Chicago, SDSD Library.	Students are able to select a kind of career through research project. Students then can pursue a certain career in drafting such as: mechanical, tool & die, engineering, architectural, structural, electrical, electronic, aeronautical, marine, topographical, layout designer, detailer, checker, tracer, etc. Students are instructed about the qualifications for success as a draftsman which includes the ability to visualize objects in three dimensions and to do free hand drawing.

Subject Industrial Arts - Drafting Unit Manufacturing Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To expose occupational opportunities that are available as freight handlers under land transportation.	Occupational Outlook Handbook, U.S. Government Printing Office, pp. 423-430 & 621-641.	Questioning Method: Ask students questions concerning transportation and freight handlers. Introductory question: If you were to get a job as a freight handler, what freight would you like to work with and where would you like to work? As questions that would lead into a good group discussion. Hand out ditto sheets with information concerning jobs as freight handlers from the Occupational Outlook Handbook.
To provide the students with the opportunity to explore this type of occupation and the world of work.	Filmstrip - Highway Transportation, Encyclopedia Britannica Films, Inc.	From the various materials the students will observe this occupation in detail. Some will use supplementary reading of many kinds while others are observing filmstrips. Then these students will share their ideas when it comes to a classroom discussion.
To expose the different kinds and types of freight handlers.	Railway Transportation Encyclopedia Brittannica Films, Inc. Truck Drivers Local, Science Research Associates Inc., 1972, No. 121. Truck Drivers, Long Distance , Science Research Associates, Inc., 1972, No. 122.	

Subject Social Studies

Unit Transportation - Freight Handlers

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To develop in each student the responsibility he must have for this occupation and good work habits and a good attitude toward the dignity of work.	Film - Work Regulations CFD #595., U.S. Dept. of Health Education and Welfare.	After showing film #595 discuss it with the students. Discuss the following topics: a. importance of being on time. b. accepting constructive critism with proper attitude. c. getting along with your co-workers.
To develop in each student the habits of orderly procedure in handling freight and following job orders.	Film - Trouble on the Job, CFD #529., Dept. of H.E.W.	While showing this film (CFD #529) have the students observe what happens when one person goofs off on the job. Discuss possible ways one may goof off on a job.
	Film - Work Regulations, CFD #751, Dept. of H.E.W.	Before showing this film (CFD #751) discuss with the students the need for a person to cooperate with others in his job and that an individual must do more than just required of him.
		Have each student write a short paper on what he feels is the most important thing on the job and why. After each person is done, have him give an oral report to the class.
To develop in each student the manipulative skills of handling freight.	Field trips: All-American Munce Bros.	On the field trips have the students observe how the people handle freight. Have them write down what they observe so they can report it in class.
To develop an insight of importance of these type of workers in our industrious society.		After the field trips, have the students make any type of bulletin board concerning this occupation which they have chosen.

Subject Socail Studies Unit Transportation - Freight Handlers Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To develop an awareness of safety as it relates to handling freight.		If possible, try to get someone interested in a "on the job training" program.
To bring students' attention to other jobs available under the cluster of transportation.	Knievel, John., Career Interest Guide, Northern States Power Co., pp. 87-89.	Using the overhead, show the students other jobs which are included in the transportation cluster.

Subject Social Studies

Unit Transportation - Freight Handlers

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To encourage students to become aware and explore the occupational opportunities that are available in a post office.	Occupational Outlook Handbook, U.S. Gov. Printing Office. Yellow Pages Of Learning Resources, Wurman, Paul, MIT Press, 1972, p. 61. Careers - U.S. Post Office Department Careers, The Institute for Research, Chicago, Ill., 1967 Work Brief, Postal Clerks, SRA, 1972.	Hand out ditto sheets with information concerning post office occupations from the Occupational Outlook Handbook Questioning: "What do you know about the various job opportunities in a post office? If you were going to work in a post office, what kind of job would you like to do?" Have the students look into and read the materials on post office occupations.
To describe various postal occupations and skills required and to reinforce certain basic concepts related to studying the work of employees in a post office.	Vocabulary: clerk, distribution clerks, mail handlers, sorters, dispatcher, city carrier, mail route carriers (trucker), postal supervisor, motor vehicle operator, maintenance worker, postal inspector. Film - CFD #478, The Mailman, CFD #244, Postal Workers.	Show the film CFD #71 and #641 and discuss the films by asking students questions concerning the development and services of the post office. Individual projects: Have the students write a short paper on one of the topics such as a) The History of the Post Office, or b) services that the U.S. Post Office provides to the American citizen. Show films CFD #478 and #244 and discuss the different jobs that one can do in a post office.

Subject Social Studies **Unit** Public Services **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Outside Personnel: postal clerk mail carrier post master	Have each student pick one of the various postal service jobs and have him find the detailed duties of that job. Each student is to give a report to the class on the postal service job he selected. Have the students make a bulletin board display featuring the various postal service jobs. Invite one or all three of the outside personnel to come and talk to the class about his job and other jobs in a post office.
To develop in each student an interest in the development of the post office.	Film - CFD #171, The Pony Express in America's Growth. Film - CFD #641, But How Does It Get There? The World Book Encyclopedia, Vol. 15, 1975 Ed.	
To illustrate the services which the U.S Post Office provides to Americans and show how mail is transported and handled.		
To develop an appreciation for mail in our "ever changing" society.		
To develop in each student good work habits and a wholesome attitude toward the dignity of work	Field trip to the main post office.	

Subject Social Studies Unit Public Services Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Field trip to one of the sub-stations.	Take the students on a field trip to the main post office and ask them to observe the workers and their pride in their work. Ask the students questions concerning what a person must do in order to keep his job. Discuss the work habits one must have for working in a post office and at any other job.
To expose the students to other jobs list under the cluster "Public Services"	Career Interest Guide, Exploring the world of work, Knievel, John., Northern States Power Company. Transparency of the cluster for "Public Services".	Using the overhead projector, show the students other jobs available under "Public Services" other than postal service occupations.

Subject Social Studies Unit Public Services Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To acquaint students with the occupation as a butcher or meat cutter.	Wurman, Paul., Yellow Pages Of Learning Resources, MIT Press, 1972, p. 16.	Make a ditto copy of page 16 from Yellow Pages Of Learning Resources and hand them out to the students. After the students finish reading it, ask: 1) what they learned from the butcher, 2) what does a butcher do? 3) where does a butcher work? 4) what is the average earnings? 5) does one have to go to school to learn the trade?
To encourage students to explore in detail, the many career opportunities in the meat cutting industry.	Work Brief, Meat Cutters SRA, 1967	
	Ashbrook, Frank., Butchering, Processing and Preservation of Meat VanNostrand Reinhold Co. N.Y., 1955.	Discussion: General duties of a butcher and what a butcher's day is like. As the discussion goes on, Show pictures from Butchering, Processing and Preservation of Meat and ask key questions such as: What do you see that you don't understand? What else do you see? What is important to you when looking at a particular occupation?
To describe the main duty of a meat inspector.	Meat Inspector, Civil Service Division, National Learning Corp., 1971.	Have the students list on paper the duties of a meat inspector and the various things he checks for.
To describe the various kinds and grades of meat.		Teach the students the different kinds of meat from page 285 of the encyclopedia. (veal, beef, lamb, mutton, and pork)
To reinforce certain basic concepts related to studying the work of a butcher or meat cutter.	The World Book Encyclopedia, "Meat", Vol. M, pp. 285-293.	
	Ashbrook, Frank., Butchering, Processing and Preservation of Meat VanNostrand Reinhold Co. N.Y., pp. 51-6	From pages 53-6 in Butchering, Processing and Preservation of Meat, give the proper description of the grades of meat. (grade meaning how, where, and how much the cow was fed) Hand out ditto sheet with the following grade descriptions: prime, choice, good, commercial, utility, and standard.

Subject Social Studies **Unit** Public Services **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Wurman, Paul., Yellow Pages of Learning Resources, MIT Press 1972, p. 16.	
	Field trip to the Looks Market.	Take the students to this self-employed butcher's market and have them observe the duties of the various workers in the market.
To acquaint students with other jobs listed under "Public Service" cluster.	Knievel, John., Career Interest Guide, Exploring The World of Work, Northern States Power Company.	Have the students observe other jobs listed under the cluster of "Public Services" that may interest them.
	Transparency of the "Public Service" cluster.	

Subject Social Studies Unit Public Services Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Use literature with death as a theme to bring the students to an awareness of their experiences with death and their feelings about death. Put before them vocabulary related to death, feelings at the time of death, funerals and burial. Have students list jobs related to death and funerals and burials, what these jobs entail, and decide on ability of hearing-impaired to hold such jobs. Be aware of the training needed for these jobs and availability of these occupations.	Wurman, Paul., Yellow Pages Of Learning, MIT Press, Cambridge, Mass. 1972, Page 19 & 26. Lang, Carole., Handbook Of Job Facts, SRA Occupational Brief, "Funeral Director", 1972.	Ask the students about their experiences with death; of animals, of friends, of relatives. "Are any of you acquainted with people who work with the dead?" Discuss this further and make a list of peoples jobs dealing with funerals and burials. Read "The Death Of The Hired Man" (Robert Frost). From the time the "hired man" dies until he would be buried. Read "Tennessee's Partner" (Twain) and explore the feelings and thoughts on "after death". How would a person who works with death feel differently about death? Could the attitude expressed in "Because I Could Not Stop For Death" (Emily Dickinson) be helpful to a mortician, an embalmer, or cremetoriam operator? Visit a funeral parlor. Before the visit, have the students make up an interview sheet of questions to ask various types of workers at the funeral parlor. Read "Indian Burying Bround" (Philip Freneau), and discuss the burial of the Indian in the poem. What signifigance does the position of and direction of the buried person have? Are there any specific rules, laws, customes followed in burying people in the U.S.? Visit a cemetary. Interview the manager and any workers there in a manner similar to the visit of the funeral parlor. Together, make a list of workers that we have interviewed and list a summary of his job. Discuss the availability and desirability of such a career.

Subject English - Mortuary Science **Unit** Personal Services **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Put before the students the variety of careers available in the care of pets. Let students see people at work in animal care fields and learn the various duties of such workers. Bring students to the realization that many of these careers are open to hearing-impaired persons.	Film - Animal School: Care Of Your Pal, Captioned Film No. CFD 663. Berger, Melvin, Animal Hospital, Jorden Day Co. New York, 1973. Boorer, Wendy., Dogs Selection - Care - Training, Corsset & Dunley, New York, 1971. Carr, Charles., Basic Book Of The Cat, Chls. Scribner's Son, New York, 1963. Hann & Storm., Law For The Veterinarian and Livestock Owner, Interstate Printers & Pub., Danville, Ill., 1974. Schuler, Elizabeth., Raising Puppies For Pleasure and Profit, Macmillan, New York, 1970.	Write a description of your favorite pet or of an animal you wish for a pet. Display the descriptions and turn the discussion to the health care and grooming of pets. Visit a grooming shop. Assign students to interview the workers as to their duties, hours, wages, etc. Have students research various jobs pertaining to pet care services and give short reports before the class as to duties, training, availability, future prognoses of these careers. Visit an animal hosital. Have different students make up interview sheets in advance and interview these workers. Have the class make a bulletin board concerning careers of dog groomers, trainers, animal veterinarians, care centers, etc. Read "Mrs. Donavan's Dog" - Reader's Digest, January 1975, page 53. Discuss officers in state and local government involved in dog care. (dog catchers, Humane Society. Official Society of Prevention of Cruelty to Animals) Discuss cruelty to animals in the story and cruelty to animals in general.

Subject English - Household Pet Services Unit Personal Services Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	"Good Grooming Tips for Your Pet", Good Housekeeping , April, 1974, pp. 178-183.	Optional Activities: a. Visit the Humane Society b. Write an imaginative story involving a worker in at least one of the careers we have studied. c. Have someone come to talk to the students who breeds and sells dogs for profit.

Subject English - Household Pet Services **Unit** Personal Services **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Bring students to an awareness of the possibility of a hearing-impaired person becoming a cosmetologist, of the availability of jobs in this field at the present time, and the bright future foreseen for cosmetologists.	Books - Occupations Handbook; Handbook, 1966-67, p. 357 Work Brief -"Beauty Operators"#41; Science Research Associates, Inc., 1972.	Review the story "The Gift of the Magi" O'Henry. Have students recall how the main character got the money to buy her husband a Christmas gift. Discuss the possibility of someone selling her hair today, the current popularity of wigs and toupees, whether their mother goes to the beauty shop regularly; current hair styles. Become familiar with these terms: Beautician Hairdresser Cosmetologist Stylists Barber Manicurist permanent wave pin curl trim braid page boy flip pixie shag duck tail shampoo facials What careers are involved in running a beauty shop: Proprietor Beautician Receptionist Stylists or Barbers Manicurist Plan a trip to a school of hair styling. Have Students plan interview questions to ask. Be sure questions about the training, variety of courses taken, approximate cost and length of schooling, period of apprenticeship, state laws and requirements for beauticians and their establishments. At the school notice the number of males in the field.

Subject English

Unit Personal Services: Cosmetology

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Evaluate the visit to the school of hair styling. Plan an interview of a cosmetologist to our class. Have a list of questions to ask her. Include questions about equipment and tools needed in a shop, approximate length of work week, approximate earning, how appointments are set up and how time is regulated, and outlook for these jobs in the future. Get the name of a wig manufacturer. Write a letter asking how wigs are made, from what materials, whether they purchase human hair to make wigs from. Optional activities: Draw different hair styles for girls or boys. Try a styling session having students comb someone else's hair into various fashions.

Subject English

Unit Personal Services: Cosmetology

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To introduce students to basic principles of theatrical make-up through classroom instruction.	Practical Stage Make-Up Perrottet, Philippe., (a 92 page illustrated comprehensive book). Corson, Richard., Stage Make-Up, (a 436 page highly detailed text with illustrations and color keys). Guest speakers from a cosmotology school or beauty shop and a high school drama teacher or community playhouse director.	During the first week, invite a cosmotologist to demonstrate basic steps of everyday make-up. Depending on the length of the course, use either Practical Stage Make-Up or Stage Make-Up as a class textbook. Midway through the course, invite a local drama director to demonstrate correct theatrical make-up. Following this, have each student write a report comparing street make-up to theatrical make-up.
To help students understand the relationskip of make-up to the character being portrayed.	Polaroid camera Collection of childrens plays. Collection of musicals. Collection of tragedies. Collection of surrealism dramas.	Individual project ideas: a. Each student will be assigned a partner (preferably one male to one female). The couple will be asked to do the make-up for the following characters: children's play, musical, tragedy and surrealism. The couple may select their own play from each group with one female and one male character from the play. They will be required to hand in a make-up prompt book that includes a step-by-step photography layout of the character's buildup.

Subject Drama - Make-Up Artist Unit Arts & Humanities Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		The final project will be to make-up a character of their choosing to be presented in a classroom demonstration. Fellow students will be asked for their opinion of the final make-up job.
To provide students with a practical application of make-up skills.	School production	Students will be assigned to a make-up committee for a school presentation.
	Another school's production or a community play.	A field trip will be taken to another school's production or preferably to a community playhouse. The purpose will be to go backstage to watch the make-up session.
To acquaint students with ordering make-up kits for various purposes.	Order forms and samples from makeup catalogs.	Fill out order forms for a small school, large school and individual needs. If possible, students should assist with ordering the next year's make-up.
To acquaint students with job opportunities as make-up artists.	Addresses of theaters or companies, television.	Furnish the students with a list of addresses they may write letters of inquiry to seeking information about job possibilities for make-up artists. These addresses could include theaters, theatrical companies, and television stations.
	Guest speaker from a well-known theatrical company.	If possible, invite a guest speaker from a successful theater or television station to answer student's questions about job opportunities.

Subject Drama - Make-Up Artist Unit Arts & Humanities Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To teach stage lighting functions.	Sellman, Hunton Dade, Essentials of Stage Lighting. (196-page detailed text).	The basic text used is Essentials of Stage Lighting.
To introduce names of lighting equipment and their functions.	Television Studio	Visit a television studio while it is operating; students will make sketches of how lights are used, which equipment is used.
	College or large high school lighting system; school's lighting expert.	Visit a college or large high school to see its lighting system. In a follow-up visit to the same location, students will be exposed to an actual production. They will read the play being produced before the visit. Then, each will prepare a light plot explaining which lights are used and how.
	Fresnel lens, ellipsodial spot, footlights or strip lights.	
	Socket and Lamp, black box with 1,000 watt lamp, colored gelatins	Construct a Linnebach projector and make two slides by (1) painting and (2) glued gelatin forms.
To be familiar with stage lighting terminology and design a workable notebook.	8½ x 11 heavy duty paper, large rings	All vocabulary lists, reports, etc. will be laminated and returned to students for their permanent notebook.
To introduce color schemes and their role in selecting colored gelatins for projection.	Set of water colors, samples of colored gelatin; painted flat	Prepare a color chart. Using a Fresnel spot, students will demonstrate the various colors possible with the use of colored gelatins. Experiment with different colored gelatins on a painted flat to show how lights can alter affect.

Subject Drama

Unit Fine Arts Cluster

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Basic introduction to elementary electricity and the need for safety.	Electrician	Invite an electrician to examine the lighting equipment and stress the importance of safety.
To present a practical application of lighting techniques.	Book of comedies, tragedies and abstract plays	Selecting from either a comedy, tragedy or abstract play, each student will prepare a light plot.
	School play and lighting equipment, lighting charts	Students will read the school play; prepare a light plot. The plots will be discussed in class with a final scheme selected by the class.
		Students will set the lights. One or two lighting technicians will be selected from the class to operate the lightboard during the play. They will prepare the lighting charts.
To present job opportunities for lighting technicians.		Each student will prepare a written report. This will be reproduced and distributed to the class.

Subject Drama **Unit** Fine Arts Cluster **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Students will become aware of occupations available to people who have good language skills. Students will learn about jobs related to the production of and televising of plays. Students will discuss and draw conclusions about limited opportunities in these occupations for people who are hearing-impaired.	Wards, William., Creative Writing, Richards Rosen, New York; 1967. Sellman, Hunton Daly., Essentials of Stage Lighting, Appleton-Century-Croft., New York; 1968. Hull, Raymond., Profitable Playwriting, Funk & Wagnalls, New York; 1968. Coinberg, Sol., A Stage Crew Handbook, Harper and Row, New York; 1957 Corson, Richard., Stage Makeup, Appleton-Century-Crofts, New York; 1967. Kline, Peter., The Theatre Student-Play-Writing, Richard Rosen, New York; 1967 Stell, Joseph., The Theatre Student - Scenery, Richard Rosen, New York; 1970.	Open discussion of stage productions, recent plays students have seen, various groups in the city that put on plays, and various personnel needed for such productions. Using materials on playwriting, combine efferts to write a skit to be taped at a later date. Visit a local television station. Observe closely the different personnel at work and notice their responsibilities. Interview persons in different jobs. Back in the classroom, discuss the duties of various people involved in production of this play. Gather materials and references on each job, having each student concentrate mostly on one area. Each student make a bulletin board display about his area of work in producing a play. Each report their findings before the class. Students pick actors, directors, stage crew, costuming and make-up crew, etc. for the play written previously. Practice it and get the play ready to be taped. Tape the skit. Show the tape and analyze it in class. Again, discuss the responsibilities of various personnel. Discuss the good points and less desirable points of these occupations. Decide whether jobs such as these are open to hearing-impaired students.

Subject English - Creative Writing & Performing **Unit** Arts and Humanities **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Filmstrip - Character Makeup Boys, Sioux Falls Pub. Schools, No. IFB 100300. Filmstrip - Designing A Set, Sioux Falls Pub. Schools, No. IFB 100301. Filmstrip - Makeup For Girls, Sioux Falls Pub. Schools, No. IFB 100302. Filmstrip - Managing A Show , Sioux Falls Pub. Schools, No. IFB 100303. Filmstrip - Stage Manager, Sioux Falls Pub. Schools, No. IFB 100304. Filmstrip - Straight Makeup For Boys, Sioux Falls Pub. Schools, No. IFB 100305. SRA #2 Widening Occupational Roles Kit.	Watch TV for good dramatic productions and report your opinions and observations back to the class. Visit bookstores in the drama section to check out possible plays for the school.

Subject Creative Writing - Drama **Unit** Fine Arts **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Help students in writing their own drama.	Ward, Willard., Creative Writing, Richards Rosen Press, Inc., New York, 1967. Kline, Peter, The Theatre Student Play-Writing, Richards Rosen Press, Inc., New York, 1970.	Have the class try some exercises to stimulate their thinking: A. Bring an animal into the room. Describe it using descriptive phrases. First describe it's characteristics physically then it's personality. B. Tell a story by having each member contribute a part to the story. Make up the story as you go. C. Take a fairy tale and discuss how it could be turned into a play. Develop the plot and characters. D. Imagine an unusual setting. Have the students contribute to the description. E. Select a story and discuss the feelings of the characters. F. Use pantomine. Have others in the class outline the action in pantomine. G. Have students tell of their own dramatic experiences. Other members will discuss later how to make it more dramatic. H. Students improvise, using themselves as objects needed in a play. They are to react to human characters and act the way they feel the story is taking place.

Subject Creative Writing - Drama

Unit Fine Arts

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Help students to write and produce their own production.	Kline, Peter. *The Theatre Student Playwriting*, Richards Rosen Press, Inc., New York, 1970.	Have the students as a class develop their own class play. Make revisions in the play. Students present their play to the school student body. Students could find a career in acting, directing, set design, playwright, or TV performer. Students select one or more career opportunities in the Fine Arts cluster to make a detailed report on. This report should be presented to the rest of the class.

Subject Creative Writing - Drama **Unit** Fine Arts **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Develop an interest in Drama among high school students	Guernsely Jr., Best Plays of 1965-66, ed. Otis, Dodd, Meade & Co., New York. Film - Glass Menagerie, Tennessee Williams. Film - Our Town, Sioux Falls Pub. Schools No. EBF 000235. Filmstrip - What To Look For In Drama and Fiction Series, Sioux Falls Pub. Schools, No. EGH 026548.	Have the students read several plays as a class. Have the students take the parts of the various characters in a roll playing situation. View the films after finishing the plays and discuss each of them. Try to see the same production performed live by a local group - Augustana College, Sioux Falls College, or the Community Playhouse. Watch for likenesses and differences in the same productions.
Develop an understanding for the elements of Drama	Filmstrip - The Symbol, Sioux Falls Pub. Schools No. EGH 026572. Filmstrip - Globe Theatre - Design Construction, Sioux Falls Pub. Schools. No. EBF 026612. Filmstrip - Building A Set, Sioux Falls Pub. Schools, No. IFB 100299.	Discuss the important elements of drama and supplement with films and filmstrips. Discuss the topics of plot, characters, and setting. Have the students design a set for a play. Have the students visit a drama department at a college to study set design and lighting. Have the students practice makeup on each other. Establish a drama club or volunteer for skits for assembly programs.

Subject Creative Writing - Drama Unit Fine Arts Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Meyer, L. Stein, Your Career in Journalism, 1965.	
Teach the development of tone and portrayal of honest attitudes or feelings towards something.	Boldberg, Enid., How To Run a School Newspaper, Lippencott, 1971. Allan, Woods, Modern Newspaper Production, Harper & Row, 1963. Newspaper Editorials, SRA #60 Widening Occupational Roles Kit.	Have students write an article for the school newspaper and/or yearbook. Develop a class newspaper and print the stories and articles done by the students. Read articles and short stories critically and pick out the highlights of what you have read.
Help students to decide upon appropriate titles to catch the reader's interests.	Sherman, Emalene., Student Journalist and Free-Lance Writing, Richard Rosen Press, Inc., 1967.	Have students think of more striking titles for various articles.
Teach good style and structure compatible with those found in newspapers or magazines.	Local newspapers, Argus Leader, Suburban News, Shoppers News. SRA Widening Occupational Roles Kit, No. 5, 44, 136, 196, and 217.	Have the students volunteer to work in a library to become more familiar with well written articles from various books and magazines. Have students enter writing contests for young people. Students could find work in the areas of writing for newspapers, magazines or editing for TV programs and authors.

Subject Creative Writing - Short Stories Unit Fine Arts Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Expose students to the Short Story as a precise, readable, easy to understand presentation.	Film - Let's Write A Story, Captioned film No. CFD 393. Filmstrip - Newspaper Story, Sioux Falls Pub. Schools, No. EBF 000257. Filmstrip - Basic News Writing, Sioux Falls Pub. Schools, No. EF 101938. Filmstrip - Columns and Editorials , Sioux Fall Pub. Schools, No. EF 101939. Filmstrip - Feature Writing, Sioux Falls Pub. Schools, No. EF 101940. Filmstrip - Covering The News, Sioux Falls Pub. Schools, No. FI 101946. Ward, William., The Student Journalist and Creative Writing, Richard Rosen Press, Inc New York, 1967.	Visit a newspaper writing and editing room. Watch the layout and editing of the various articles. Visit a television station to see how the editing for news and weather programs are developed and progress.

Subject Creative Writing - Short Stories Unit Fine Arts Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Acquaint students with the fundamentals of stanza patterns and verse forms	Lawrence, Marjory., Teacher's manual for An Invitation To Poetry, Addison Wesley Pub. Co., 1967 Leahy, William, Fundamentals of Poetry, Kenneth Pub. Co., Chicago, Ill., 1963 Hughes, Ted, Poetry Is, New York, 1967 Filmstrip - Stanza Form and Forms of Verse Sioux Falls Pub. Schools No. MGH 102195. Film - What is Poetry, South Dakota State Library, No. BFA 000286.	Dispense handouts to students with examples of various verse forms and stanza patterns for their reference. Use overhead and blackboard to clarify further more examples of stanza patterns and verse forms. Discuss the following: A. Rhymed Verse: 1. Students decide upon topics for their own poem. 2. Use poetry by Ogden Nash as examples of rhyming verse. B. Blank Verse: 1 Use William Shakespeare as an example of blank verse. 2. Have students write iambic pentameter stanzas on a given topic to be decided. C. Free Verse: 1. Use Carl Sandburg as an example of free verse. 2. Students write free verse stanzas on a given topic. 3. Students could suggest future jobs as possible subjects for poems.
Acquaint students with poetry meter and feet. Teach scantion of poetry.	Film - How To Read Poetry, Sioux Falls Pub. Schools, No. CORO 000280.	Have the students read through examples of poetry or parts of peims on handouts. Decide upon feet and meter.

Subject Creative Writing - Poetry Unit Fine Arts Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Filmstrip - Rhythm In Poetry, Sioux Falls Pub. Schools, No. MGH 102193.	Go over examples in class. Have the students keep a notebook of handouts and own-created works. Teacher and students clap hands to the rhythm of poem as it should read.
Familiarize the students with poetry terminology.	Filmstrip - Figure of Speech, Sioux Falls Pub. Schools, No. MGH 102190. Filmstrip - Sound Effects of Poetry, Sioux Falls Pub. School, No. MGH 102194. Filmstrip - Getting Meaning From Poetry, Sioux Falls Pub. School, No. MGH 102191.	Discuss assonance, consonance, refrain, repetition, alliteration, onomatopoeia, simile, metaphor, and personification. Have the students use a dictionary as a resource when reading any poetry. Keep vocabulary lists of poetic terms.
Teach special forms.	Film - Limericks, Sioux Falls Pub. School, No. EGH 102179. Film - Haiku (captioned) SDSD No. CFD 544	Discuss limericks and have the class compare their own compositions. Discuss Haiku poetry and explain from where it comes -- Japan. Instruct students how to write ballads and sonnets.

Subject Creative Writing - Poetry **Unit** Fine Arts **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Help students to create their own poetry.	Ward, Willard., The Students Journalist and Creative Writing, Richard Rosen Press Inc New York, 1967.	Students could create a book of poems and drawings for a class project. Have the better poems sent to magazines for possible publication. Visit a creative writing class in a high school. Local talent could visit the school to help in creative writing in poetry. Set up a choral reading group in sign language to perform in other schools. Career related areas could be; a poet, author, teacher. or instructor in creative writing.

Subject Creative Writing - Poetry   Unit Fine Arts   Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Introduction to automation To introduce automated data-processing cycle. To introduce automated data-processing language.	Wanous, S. J. & Wanous, Edward E.; Automation Office Practice. (Basic text with workbook included). Film - Automation: What It Is and What It Does. Coronet Films. (A 13-minute noncaptioned film that explores meaning and levels of automation). Punched Card Data Processing; #CFD 485 (captioned film) Computer Logic; United States Dept. of Defense (A 14-minute noncaptioned film that explains binary number system as used in automation). Computer Units; United States Dept. of Defense (A 24-minute noncaptioned film that explains in put and output). The Computer Revolution Era; Bailey Films; (A 24-minute noncaptioned film that gives a general introduction to computor age)	The general text used is Automation Office Practice. For each of the nine chapters, students will maintain a separate vocabulary file on 3 x 5 cards. Each card will contain a new word that is associated with automation. The card will include the word and its meaning typed with an IBM electric typewriter (this keyboard being similiar to the IBM 29 keypunch machine). At the end of the course, the vocabulary cards will be alphabetically filed to illustrate a simple form of office automation. For workbook use, students will use the IBM electric typewriter and a 10-key adding machine (both in preparation for transfer onto the IBM 29 keypunch). The movie, Computer Units is shown with the information on input and output. The movie, Punched Card Data-Processing is shown with card layout information. Students learn the various uses of IBM punched cards by seeing samples of monthly statements and checks that are printed on these. A field trip through a large bank or business that has a computer center is arranged after the sixth chapter is completed. If possible, the trip is recorded on film for later discussion in class. The movie, The Computer Revolution Era, is shown as an introduction to the final three chapters. The movie, Computer Logic, is shown during the lesson on binary coding.

Subject Business Unit Business & Office Occupations Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Guest speaker from a computer center. Books - Carroll, John Miller, Careers and Opportunities in Computer Science; Halacy, D. S., Computers--The Machines We Think With; Jones, Weyman, Computer: The Mind Stretcher; Rusch, Richar Man's Marvelous Computer; Vorwald, Alan, Computers From Sand Table to Electronic Brain.	Two Final Projects: Class project is done with a guest speaker from a local computer center. They plan a simple program and then see it being run off at the computer center. Individual project includes a written report that is typed, dittoed and then discussed in class. The report can be written from one of the following books: Careers and Opportunities in Computer Science, Computers--The Machines We Think With, Computer: The Mind Stretcher, Man's Marvelous Computer, Computers! From Sand Table to Electronic Brain.
Basic key-punch training To gain an understanding of the key-punch machine. To perform at a minimum level of 50 net words per minute on the machine. To understand the fundamentals of business transactions as applied to key-punch programming. Acquaint with job opportunities in data processing field.	Bux, William E., Key-Punch Training Course. (Basic text and workbook including practice kit). Field trip to large business that employs key-punch operators. Guest speaker, preferably deaf, who is employed as a key-punch operator. Guest speaker from state employment office.	Key-punch training uses the basic text and workbook, Key-Punch Training Course. Students spend two sessions practicing numbers only. Then the program drum and simple programming are taught. Also, the parts of the machine are explained. If possible, as each job is completed, a trip is planned to the school's business office to see how that office's work corresponds to the key-punch operation. For example, payroll procedures. Besides the final exam, each student will make a program using the list of new vocabulary words that has been maintained throughout the training. This job will be programmed and typed.

Subject Business **Unit** Business & Office Occupations **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	List of new vocabulary words.	A field trip to a large business employing key-punch operators is arranged. Two guest speakers are invited. One, a deaf person employed as a key-punch operator to hold a question-and-answer discussion. The second, a representative from the state employment office or vocational rehabilitation to explain the job opportunities in data processing.

Subject Business

Unit Business & Office Occupations

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
RECEIVING CLERK		
Aquaint students with machinery and equipment involved with receiving and shipping.		Visit a local trucking or wholesale warehouse to observe equipment and its proper use.
Expose students to basic vocabulary involved in receiving shipped merchandise.	Agnew, Meehan, and Pasework, Clerical Office Practice, 4th ed South-Western Pub., pp. 77-102.	Visit a school storeroom to observe receipt of merchandise and get acquainted with the paperwork involved in the various procedures.
STOCK CLERK		
Stress the importance of basic arithmetic, spelling and handwriting.	Gossage and Briggs., Mathematic Skill Builder, 3rd ed., South-Western Pub. Co.	Tour a warehousing operation to observe receiving reports, requisitions, and inventory cards. During next class period have students correct the arithmetic, misspelled words on receiving reports and inventory cards that the teacher has incorrectly made up on overhead projector transparencies.
Teach students the basic use of the calculator and/or adding machines.	Agnew and Pasework, Ten Key Adding Machine and Printing Calculator South-Western Pub. Co.	Have an area representative for a local business machine retail store give a demonstration to the class of some of the markets latest calculators and adding machines
Show orderliness, reliability, and a good memory in learning basic filing procedures.	Filing Procedures In Business, Captioned Film No. CFD 418.	Have students set up a card file on vocabulary words necessary for warehouse work. Have half the class set their file up alphabetically and the other half set theirs up catagorically to job duties in receiving shipped goods, recording inventory warehoused, and issuing the goods to the various departments.

Subject General Business - Clerical **Unit** Business & Office **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Teach elementary inventory records and maintenance.	Obtain sample order forms, packing slips, receiving vouchers, freight slips, requisitions, claims for damaged goods, and inventory cards from local schools and retai stores. Agnew, Meehan, and Pasework., Workbook and Text Clerical Office Practice, 4th ed., South-Western pub. Co.	Divide the class into three groups: Group "A", Office Supplies, Group "B", Foodstuffs, and Group "C", Janitorial Supplies. Each group shall observe purcurement of supplies in their category. Items selected will be a number of them, such as 1 doz. pencils, 5 cases of 6/10 cans coffee, or 6 cases of facial tissue. When the items are received, a different student within the group shall be responsible for one of the below assignments: 1. Check the items in on a receiving voucher. Make sure that the items received are the right amount and right specifications. If anything is damaged, complete a claim form for damaged freight. 2. Check the cost of items against order. Secondly, make sure that the freight rate, postal rate, UPS rate is in line with what should be charged considering location, weight, and size. Figure up what the item might have cost if purchased from a different source and shipped by different carrier. 3. Set up inventory cards listing item name, date received, company received from, cost per item, and number of items in stock plus received. 4. From department requisitions for supplies, issue and record the transaction on the inventory cards you have made up.

Subject General Business - Clerical **Unit** Business & Office **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		5. With assistance from high school employees, take a complete physical count of items in your group comparing them with inventory cards you have made up.
Aquaint students with career opportunities.	Widening Occupational Roles Kit, No. 309, SRA.	Invite employees of the local Employment Security Office to speak to the class on the subject of career opportunities in this industry.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Students shall become aware of the many agencies and bureaus responsible for the conservation programs in the United States. They shall be taught about the 30 professions where trained people are needed in these conservation programs and that many of these professions could be held by hearing-impaired people.	Day, Albert M., Making A Living In Conservation. Stackpole Co., Harrisburg, Pennsylvania, 1971. Clipper, Henry, Careers In Conservation, Ronald Press Company, New York, 1963. Neal, Harry Edward, Nature's Guardians, Julian Messner, Inc., New York, 1956. SRA Widening Occupation Role Kit #60 Chemical Technicians #81 Crop and Soil Scientists #102 Ecologists #133 Foresters #134 Forestry Aides #140 Gardeners and Grounds Keepers #143 Geologists #200 Mathmeticians #210 Microbiologists #232 Park Rangers #273 Range Managers #287 Sanitary Engineers #302 Soil Conservationists #339 Wildlife Managers	List the principle agencies responsible for national programs of conservation: Forestry Soils Commercial Fisher Parks Sports, Fish and Wildlife Environmental Health Also, list the professions of trained people who work in these programs. Civil Engineer Oceanographers Chemical Engineers Microbiologists General Biologists Soil Scientists Chemists Hydrologists Managers: of Parks of Forests of Wildlife Refugees of Ranges of Fishery Stations Outdoor Recreation Specialists Conservation Advisors Limnologists Mathmeticians Bacteriologists Entomologists Geologists Aquatic and Marine Biologists Planners and Economists Foresters Wardens Fish & Game Propagators Conservation Administrators Land Management Specialists Photographers & Artists Public Relations Specialists Explain their work and for those possible, the education, pay, and job availability. For a letter-writting lesson, have the students pick a community or federal agency. (excellent list of such in Albert M. Day's Making A Living In Conservation

Subject English

Unit Environmental Control
National Resources Development

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Films - Oceanography: The Study of Oceans CFD 514. Fish Are Interesting CFD 213. Weather Scientists CFD 190 Water Purification CFD 577 Filmstrips - Let's Explore a Field #B1-35 Let's Explore a Garden #B1-36 Let's Explore a Lawn #B1-37 Let's Explore A Pond #B1-38 Let's Explore a Stream #B1-39 Let's Explore a Woodland #B1-40 SVE: Singer, Society for Visual Education, Inc.	Chapters 12 & 13) asking for specific information about fisheries in ther states, national parks or state parks, water polution controls, etc., or educational requirements for specific jobs. Have students split into groups to discuss what things are found in 1) gardens, 2) fields, 3) lawns, 4) ponds, 5) stream, 6) woodland. They may join the group most interesting to them. View the filmstrips "Let's Explore a Woodland," Let's Explore a Field," "Let's Explore a Garden," "Let's Explore a Lawn," "Let's Explore a Pond," Let's Explore a Stream," in these groups. List the different professional people seen in these various places with the soil and plants found there. Make a bulletin board displaying the information received in response to our letters. Add information found in the library about professions in Conservation. Add pictures of people doing conservation work. Find maps and brochures of state and federal parks to display Invite a Game Warden or Games Fish and Parks Department employee. Have each student think of at least two questions to ask this person. Visit the ASCA office or Soil Conservation Service Office and interview the employees in that office. Have students write questions in the form of an interview to be ready to fill out. Optional Activities: Go to a state or federal park and talk with the park ranger about his job, pay, benefits, and training requirements.

Subject English Unit Environmental Control Grade Level Secondary
National Resources Development

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES 9
		Have student pick the profession listed that interests him most and write a report about it after researching it. Write Haiku about the beauties seen in the park you visited.

Subject English

Unit Environmental Control
National Resources Development

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Teach the basics of operating and upkeep of the sewing machine and learn how to take care of it. Familiarize the students with the sewing equipment and sewing patterns. Familiarize students with the various sewing stiches. Acquaint students with various kinds of fabrics and colors. Teach students what to look for when choosing clothes for themselves and others. Help students to design and alter their own patterns. Demonstrate the importance of being careful and neat and paying attention to details.	Our Clothing, Barter, Justin, and Reest., Lippincott. Creative Sewing, Bane, Allyne., McGraw-Hill, 1956. Custom Tailors and Dressmakers, SRA Occupational Brief No. 24. Dressmaking: A Simplified Guide for Beginners, Margolis, Adele., Doubleday, 1967. Let Yourself Sew, Simplicity Pattern, 1972. Sew It and Wear It, Bradley and Crowell., 1966.	Use handouts of sewing machine parts. Use overhead projector for familiarizing students with the sewing machine. Demonstrate correct sewing techniques. Have a sewing machine dealer demonstrate how to use and clean a sewing machine properly. Take a field trip to a sewing machine company. Have students learn sewing equipment by using drawings on handouts and seeing the real equipment. Use a simple pattern layout and have students read the various directions. Use transparencies of how to sew step by step. Demonstrate the procedure to the students. Prepare a fashion scrapbook by clipping out your favorite designs from magazines such as Seventeen, Mademoiselle, or Glamour. Have students draw lines on plain pieces of scrap materials. Students follow the line drawings using various stitches. The instructor can demonstrate the various sewing stitches on the machine. Have the students experiment with the machine to learn proper stitches.

Subject Home Economics - Sewing **Unit** Consumer & Home Making **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Film - Your Clothing, Captioned Film No. CFD 38.	Have the students design clothes to scale for doll clothes. Students choose one outfit to sew for themselves. Have students draw their own pattern and measure to fit themselves. Take field trips to such places as Dakota Industries, Ravens, a taylor shop, a clothing store, and a fabric center. Provide time for the students to develop a research project on the career opportunities that are available in the sewing and tayloring industry. The results of their findings should be presented to the class in forms of oral and written reports.

Subject Home Economics - Sewing **Unit** Consumer & Home Making **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
	Steps In Clothing Skills, Dunn, Lucille., Bennett, 1970. How To Draw Costumes and Clothes, Zardenberg 1964. Your Future in Fashion Design, Arco, 1970 Transparencies: a. cutting b. marking c. darts d. making pants e. adjustments to patterns f. verticle/horizontal g.matching plaids h. preparing sleeves to fit dress i. sewing on buttons j. piled or napped fabrics k. steps in making bound buttonholes l. hooks and eyes Film - How Is Clothing Made, Captioned Film No. CFD 621.	Have students read simplicity pattern and do a simple blouse project following various stitches. Students should know: a. staystitch b. darts c. seamline d. zipper e. clean finish f. facing g. hemming h. pressing Visit a fabric center to feel and see various colors and textures of materials. Have students make a patchwork sport hat or tote bag using various kinds of materials. Teach students how to coordinate colors and material designs by having students plan their own wardrobe through the use of magazine pictures. Have students use sample materials to plan their wardrobe. Plan a trip to a clothing shop. Students should plan an imaginary wardrobe for several others who are different in size. Discuss the movie How Is Clothing Made. Have the students sew a simple outfit from a simple pattern.

Subject Home Economics - Sewing Unit Consumer & Home Making Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
FOOD SERVICE CAREERS		
Become aware of the duties involved in the food service industry.	Careers in Hotels and Restaurants, Sattin, Gerald, Walck, 1967.	Help in the kitchen whenever the opportunity should arise.
Learn the importance of food service and the roll it plays in our society.	Food Service Careers, Ethelwyn, Cornelius.	Encourage students to offer to clean and prepare vegetables, set the table, wash the dishes, make the coffee and salads.
Become familiar with the various forms of food preparation.	Home Economic Manual No. 1, Pynnonen, A.	Students should learn the proper methods of cleaning the sink, stove, and table.
Develop menu planning techniques: Good nutrition in menu plans. Basic 4 food groups. Planning the menu.		Visit the kitchen of a hospital; observe the organization, efficient arrangement of supplies and see how the workers go about their jobs.
Become aware of procedures of table service.		Encourage the students to look for summer jobs or afterschool-hours jobs in the restaurant industry.
Demonstrate the various safety precautions to be observed in the kitchen.		Have the students do research on the many career opportunities in the food service industry and report their findings back to the class
Discuss the importance of cleanliness in the kitchen.		
FOOD AND NUTRITION		
Develop and understanding of the principles of good nutrition.	The Great Nutrition Puzzle, Callahan, D. & Payne, A.S., Scribner, 1956.	Have the children use a magnifying glass to look at their skin and discuss their findings. Examine a strand of hair with a magnifying glass and also with the use of a microscope.

Subject Home Economics - Food Service Careers and Nutrition **Unit** Consumer & Home Making **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To demonstrate the process by which the body uses the various basic foods for different purposes.	All About The Human Body, Glemser, Bernard, Ramdom House, 1968.	Talk about cells and look at pictures of cells. Compare two people's in comparison to cell, bone, muscles, and growth.
Show how carbohydrates and fats are used for energy, proteins for growth and minerals and vitamins for the maintenance of well-being.	Your Body and How It Works, Lauber, Pat., Random House, 1962.	Bring specimens to class of well-fed and poorly fed rats and discuss the differences. Display pictures of over-weight persons.
Emphasize the necessity of a well-balanced diet.	Wonders of the Human Body, Ravielle, Anthony., Viking, 1954.	Plan a well balanced diet for a week. Keep a record of all you ate for a day and determine if your diet was good or poor.
Demonstrate how the body forms the basic types of food.		
Point out that the body growth is continuous but not the same for each person.	The Human Body, Wilson, Mitchell., Golden Press, 1959.	Determine a safe diet for losing and maintaining weight. Discuss what career opportunities may be available for persons interested in the area of nutrition.
Develop the understanding that a person is born with the required number of muscles and cells, and these cells grow larger, but bones grow additional cells.	What's Inside of Me, Zomm, Herbert., Zinn, 1952.	
Explain that cell growth in our bodies controls the speed and size to which we grow.	Film - Human Body - Reproductive System, Captioned Film No. CFD 205.	
Use food and pictures to emphasize that food nutrients are important in body growth.	Film - Your Food, Captioned Film No. CFD 338.	

Subject Home Economics - Food Service Careers and Nutrition **Unit** Consumer & Home Making **Grade Level** Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
Determine a safe diet for losing and maintaining weight.	Film - About The Human Body, Captioned Film No. CFD 391. Film - Skeleton, Captioned Film No. CFD 141. Film - Digestion Of Foods, Captioned Film No. CFD 118. Film - Foods and Nutrition, Captioned Film No. CFD 320. Film - Living and Growing, Captioned Film No. CFD 394.	
KITCHEN SAFETY		
Encourage safety measures in the kitchen.	Film - Safety In Kitchens, Captioned Film No. 345, CFD.	Discuss with the students what the most dangerous objects that are found in the kitchen.
Create an awareness of the most common causes of kitchen accidents.	Film - Food & Safety, Captioned Film No. CFD 217	Have the students go to the kitchen and check for any safety violations.
Demonstrate methods of preventing accidents in the kitchen.		Ask the public health inspector to take the students on a tour of a restaurant to observe safety conditions. Make safety posters for display on the bulletin boards and invite a speaker in to discuss the topic of safety in the home.

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To bring the students to an awareness to changes taking place in our society in number of and care of senior citizens and make them mindful of the careers involved in this care program. To make students knowledgable as to the training necessary for careers dealing with senior citizens, the availability of the careers and the limitations in the field to the hearing impaired.	Work Brief: #93 Dieticians #176 Kitchen #205 Social Workers Helpers #265 Public Health Nurse #241 Physical Therapists Science Research Associates, Inc., 1972 Kay, Eleaner, RN, Health Care Careers, New York: Franklin Walls, Inc. 1973 Searight, Marg, Your Career in Nursing, New York: Julian Messner, 1970. Jacobs, H. Lee, and Morris, Woodrow W., Nursing and Retirement Home Administration, Ames, Iowa: Iowa State University Press, 1966 Williams, Ralph C., Nursing Home Management, New York: F. W. Dodge Corporation, 1959	Procedures: Survey the students in manner similar to following: How many grandparents do you have living? at home? at nursing homes? with relatives? Does your home town have a senior citizen center? If yes, list the activities the senior citizens participate in. Check the activities you have seen senior citizens participating in. 1. Bands or music groups 2. Talent shows 3. Craft and art bazaars 4. Plays Where do senior citizens programs get their financial support? List the careers you can think of which are involved in senior citizens programs and care. List the community, state, and federal programs that were established to aid senior citizens. Have the students tabulate the survey as accurately and concisely as possible. Write the necessary letters to arrange for a visit to a senior citizens center. Have the student who wrote the letter inform the class when he receives a reply. Make necessary preparations with principals.

Subject English

Unit Hospitality and Recreation - Senior Citizen Centers/Programs

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		Plan to take video cameras to tape various areas, personnel, and activities in the center. Interview as many workers as possible, taking down the following information about each. position training necessary work it entails hours worked approximate earnings good points - bad points of job Review the tape. On a chart list the above information. If all the following are not on the list, add them and explain the related duties. nurses aid dietician or food supervisor physical therapist or recreation director social worker arts and crafts instructor building superintendent or custodian volunteers public relations person secretaries and office workers administrator Have students pick one of these areas they think would be particularly interesting and research it in the library or from books the teacher has brought into the room. Write a brief summary of the job and a paragraph of why this would or would not be a good life career.

Subject English

Unit Hospitality and Recreation - Senior Citizen Centers/Programs

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
		List the needs this program for senior citizens fulfills in our community. Discuss alternatives to this type of program. Optional Activities: Visit a nursing or retirement home. Compare the list needed at the senior citizens center. Discuss the duties of new careers appearing on this list. Visit a senior citizens art show or talent show scheduled in your community. Make and send cards to a senior citizen they met on their visit or to a senior citizen who is especially close to them. Research "Care of Old People" in various countries and compare the treatment of elderly in that country to care of senior citizens in the United States. Establish communications with a senior citizen the class chooses to "adopt" during their visit to the center. Write to him/her telling what the class is doing. Post letters received. Establish communications with a senior citizen the class chooses to "adopt" during their visit to the center. Write to him/her telling what the class is doing. Post letters received.

Subject English

Unit Hospitality and Recreation - Senior Cityizens Centers/Programs

Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To have students identify farming as an occupation.	Film - The Farmer, Captioned Film No. CFD 123.	Students are to gain an understanding and gather information about the working conditions of the farmer.
		Students will learn and accept the importance of different aspects relating to the farming industry.
		Students should analyze the responsibilities of the modern day farmer.
To associate the farmer with the wide variety of trends involved in todays farming industry.	Hammonds and Woods, Today's Agriculture, Lippincott Co., pp. 351-366.	Students are to understand that it is not necessary for a person who is born on a farm to become a farmer.
		Students are to understand that a farmer is a person who understands about farming and its related advantages.
		Students should explore many kinds of farming and list the working conditions in each.
		Students should survey different geographical parts to relate certain kinds of farming.
To identify the farmer as a business man.	Careers in Agricultural Science and Modern Farming, Careers, The Institute for Research, Chicago.	Students are to relate other kinds of businesses that the farmer has to deal with.
		Students are to understand that the farmer has a wide knowledge in marketing, economics, statistics, conservation, breeding, etc.
		Students should understand the farmer's role in crop production and animal husbandry.

Subject Vocational - Farming
Unit Agri-Business & Natural Resources
Grade Level Secondary

TEACHER OBJECTIVES	RESOURCE MATERIALS	CAREER RELATED INSTRUCTIONAL ACTIVITIES
To relate many factors of risk which prevails in all kinds of farming operations.	Careers in Agricultural Science and Modern Farming, Careers, The Institute for Research, Chicago. pp. 14-15.	Students are to understand that there are many kinds of hazards that can damage the farm and other kinds of agribusiness operation. Have the students list the hazards and discuss what precautions can be taken to prevent serious loss to the farmer. Students can relate to the weather as one factor of the hazards, and the fact of poor conservation. Invite a local farmer to come into the classroom and discuss his job. Visit farms within the immediate area which are involved with different kinds of farming, such as: truck farming, cattle feeding, row crop farming, hog production, egg production. Visit the local stockyards and sales ring and observe the process of buying and selling of livestock. Students will gain an understanding of watching prices available for crops and livestock.

Subject Vocational - Farming Unit Agri-Business & Natural Resources Grade Level Secondary

JOB SEEKING SKILLS

Are you ready to apply for a job? Are you thinking of where to apply? Do you know where to look for a job? What information do you need to apply for a job? How do you apply for a job? How do you keep a job?

These questions and many more are probably concerning you as you begin to think about entering the field of employment. The following material has been prepared to guide you in this very important aspect of the world of work.

Personal Information

Goal: To teach and to help the student compile a folder of information about himself so he can have this ready and available to show to any employer who might be interested in hiring that person.

PERSONAL INFORMATION

1. Collect or put together information about yourself. A file of information would include the following:

A. Personal Data

NAME ______________________________ SOC. SEC. # __________
(Last) First) (Middle)

ADDRESS ______________________________ Tel. # __________

BIRTHDATE __________ PLACE OF BIRTH ______________________________
(city) (county) (state or country)

FATHER'S NAME ______________ MOTHER"S NAME ______________

NAME(S) OF BROTHER(S) OR SISTER(S) ______________________________

I. Physical Condition

1. No unusual problems __________.

2. Wear glasses or contact lenses __________.
   a. any unusual visual problems ______________________________.

3. Physically impaired--paralysis, etc. describe ______________________________
______________________________.

4. Hearing loss--degree of loss ______________________________.
   a. Use of hearing aid ______________________________.

II. Hobbies or Interests

____

____

____

____

B. Elementary - Secondary Education

Name of School Address Grades attended Years attended

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Highest grade completed ____________.

School officials at time of leaving school

Principal ____________________
Superintendent ____________________
Counselor(s) ____________________
____

Special training courses in high school

Course Instructor

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

A. High School Test Scores

Date Name of Test Results - scores

1. ____

2. ____

3. ____

4. ____

B. Post High School - Adult Education

a) Institution Address Dates attended (month-year to month-year)

____

____

Type of Training: ______________________________

____

Total Hours ______________________________
(quarter, semester, course, classroom)

Degree or Certificate: ______________________

Advisor or Instructor ______________________

b) Institution Address Dates attended

____

Type of training ______________________________

Total Hours ______________________________

Degree or Certificate: ______________________

Advisor or Instructor ______________________

C. Health Record

Family Doctor(s) Address

1. ______________________________

2. ______________________________

Blood type __________ Allergies ____________________

Accidents or operations ____________________

____

Major illness - treatment ____________________

____

IMMUNIZATIONS	Date	Booster Dates

General physical condition at this time ____________________

D. Employment Record

1) ______________________ ______________________
Employer's Name Address of Employer

______________________ ______________________
Position Held Dates of Employment

____
Describe your duties

. . . .

2) ______________________ ______________________
Employer's Name Address of Employer

______________________ ______________________
Position Held Dates of Employment

____
Describe your duties

. . . .

3) ______________________ ______________________
Employer's Name Address of Employer

______________________ ______________________
Position Held Dates of Employment

____
Describe your duties

. . .

4) ______________________ ______________________
Employer's Name Address of Employer

______________________ ______________________
Position Held Dates of Employment

____
Describe your duties

E. References

1. (Name) (Title)

(Business Name) (Business Address)

(Business Phone)

2. (Name) (Title)

(Business Name (Business Address)

(Business Phone)

3. (Name) (Title)

(Business Name) (Business Address)

(Business Phone)

4. (Name) (Title)

(Business Name) (Business Address)

Business Phone)

F. Church Membership

Name of Church ______________________ Address ______________________

Name of Minister/Pastor/Priest, etc. ______________________ Membership from _____ to _______

Name of Church ______________________ Address ______________________

Name of Minister/Pastor/Priest, etc. ______________________ Membership from _______ to _________

G. Marital Information

Name of husband/wife: ______________________
First Last or Maiden Middle

Birthdate ____________ Birthplace ____________________ Soc. Sec. # __________
city-county-state

Marriage Date ______________________ Place ______________________

Children:

First name	Last name if different than yours	Married name	Birthdate..if deceased when

G. Checking and Savings Account Information

1) Bank ____________________ Address ____________________

Acct. No. ____________________ From __________ to __________
mo-yr mo.-yr

2) Bank ____________________ Address ____________________

Acct. No. ____________________ From __________ to __________
mo.-yr mo. -yr

3) Bank ____________________ Address ____________________

Acct. No. ____________________ From __________ to __________
mo.-yr mo.-yr

Credit Card

1) Company ____________________ Issued ____________________

Address ____________________ Card Number __________

2) Company ____________________ Issued ____________________

Address ____________________ Card Number __________

3) Company ____________________ Issued ____________________

Address ____________________ Card Number __________

H. Insurance Information

1) ____________________ Date Issued __________
Name of Company

____________________ ____________________
Address Type of Policy

Insurance Agent ____________________ Policy No. __________

2) ____________________ Date Issued __________
Name of Company

____________________ ____________________
Address Type of Policy

FINDING A JOB:

A. Choosing a Job

The selection of an occupation is a difficult task because there are so many from which to choose. It is, however, possible to make a wise job choice by understanding yourself and by obtaining accurate information about various jobs which might be of interest to you.

Understanding yourself includes having an awareness of your own interests, your special aptitudes, desires, strengths and weaknesses.

Obtaining information about jobs depends on your desire to read, talk, and learn about the various occupational choices which are available to you.

B. Where to Look for Work

Once you have decided on the general type of work you want to do, the next step is to find out specifically where you can get help in finding a particular job. Listed below are a few sources which may help you locate and obtain employment:

1) The State Department of Vocational Rehabilitation can assist the deaf person in obtaining immediate employment, on-the-job training, or financial aid for any number of training programs.

The Vocational Rehabilitation counselor can help with initial contacts with prospective employers, help in the job interview if interpreting services are necessary, and helpwith various situations which might arise after employment is obtained.

2) Private employment agencies will assist in placing the individual in a job; this service is provided for a fee. The placement fee

may be approximately equal to one month's pay. Sometimes employers will pay the placement fee.

3) State Employment Agencies provide counseling and job placement services similar to those offered by the private agencies. There is, however, no fee charged by the state employment agency.

4) Newspapers daily list many different kinds of available jobs. Newspaper advertisements usually list a telephone number to call to set up an appointment for an interview. The deaf person will probably want his vocational rehabilitation counselor or a friend to make the initial telephone contact.

5) Civil Service jobs are available through both federal and state governments. Applicants must generally take a written examination in order to qualify for a specific position. This type of job generally offers good benefits and job security.

6) Friends can be a good source of information pertaining to prospective jobs. Often a friend will know of a job opening, at his place of employment, which may be of interest to you. Friends may be able to alert you to job openings which might not be listed in newspapers or with employment agencies.

7) School and college placement services are good sources of job possibilities. School placement offices have well-established employer "customers." An employer who has had a good experience with graduates of a particular school will usually be more than willing to employ other graduates of the same school.

INITIAL CONTACT FOR A JOB

GOAL: To inform the students and show them how they can make initial contact with a prospective employer.

After a person has found an available position of employment, some contact needs to be made with the employer. The following information will help you make this contact.

I. Job Application

A. Use of a vocational rehabiliation counselor:

This person who is very often aware of your particular needs and capabilities is ready and willing to help you apply for a position of employment. Tell him the name of the employer and what position you are applying for. He will help you prepare a letter to be sent to a prospective employer.

B. A letter of application is often needed:

The following examples are a model for you to use in writing to request an application for employment from an employer.

Dear Sir:

Please send an application to me for employment with your company. Please include all the information needed for the position.

Thank you,

. . . . .

Dear Sir:

I am interested in applying for employment with your company. I would appreciate having you forward to me an application for employment.

Thank you,

. . . . .

In sending for an application, it is good to include a self-addressed envelope for mailing an application to you. Keep your letter short and to the point. Try to keep it neat and use good written language.

C. Use of the telephone:

At times, a phone call is all that is needed to obtain an application form for employment from an employer. If you are unable to use a phone because you have a hearing loss, have someone call for you.

D. Using an interpreter:

Some employers require you to fill out a job application at the place of employment. If this is necessary when you apply for a job, it may be helpful to take an interpreter with you.

II. Follow Up Of Application

A. After applying for a job you should expect an answer in a few days informing you of the company's decision in hiring you. Most companies will let you know as soon as possible if you have been selected for the job.

B. If you are hired, it is courtious to drop a note, thanking them for hiring you. The following examples will give you some ideas on how to write a short letter to the company.

Dear Mr. ____________

Thank you for your decision to hire me in your company. I look forward to working for you.

Sincerely,

* * * * * * * * * * * * * * * *

Dear Mr. ____________

The letter concerning employment with your company arrived and I was pleased to know the good news. Thank you for offering me a position with your company.

Sincerely,

* * * * * * * * * * * * * * * *

Dear Mr. ____________

I look forward to working in your company. Thank you for selecting me to fill the available position.

Sincerely,

* * * * * * * * * * * * * * * *

C. When you are hired for a position, it is necessary to prepare to go to work. Some planning is needed to make sure you get to your job on time and be ready to go to work. The following ideas will help you prepare for this.

1. Make arrangements for transportation.
    a. Your car should be in good working condition, dependable for driving to the job. Practice driving to your place of employment so you can learn the best routes to take to work.
    b. Do you need to ride a bus? Find out the schedule and practice riding it a time or two so that you will learn the schedule and time of departures and arrivals.
    c. Do you need to ride a taxi? If so check on taxi rates and availability for riding to and from your work.
    d. Perhaps you need to share rides with someone. If you do make sure you know the days you drive and when and where you are to pick up people. You must become very reliable in this aspect because others depend on you for transporation on the days you drive.

2. Find out what types of clothing is acceptable for you to work in. Do you need a uniform, safety clothes, protective shoes, gloves, hair net, or what ever is need to do your job right? Ask the company agent who hired you what is expected of you in your clothing.

3. What is to be done for meals? Check to see if meals are provided or available from a cafeteria or lunch counter, or do you take a sack lunch.

4. Are special tools needed for your work? Check to see what is needed to do your work. Most companies provide materials and tools for the worker but sometimes the worker must provide his own. Ask the employer about this matter.

5. Personal appearance and cleanliness are important aspects to consider on your job. You should be neat and clean, with your hands and face and hair groomed. You should bathe often and use body deodorants to avoid offensive odors. Most people will not tell you if you have offensive odors so prepare and keep yourself neat and clean.

6. Be friendly to those with whom you work but not overly so. People may appear unfriendly at first but usually accept you as one of the bunch when you are around for a few days. Don't be afraid to ask for help from someone if you have questions about your work. We all need to learn a lot of things when we start a new job and it is necessary to find out from others just what is expected of us.

APPLICATION FORM

GOAL: To help the student gain knowledge in preparing an application form that will result in providing a positive impression on the employer.

OBJECTIVES:

1. The student will learn basic terminology found on the application forms.
2. The student will learn to identify and spell correctly words that are often misspelled on job applications.
3. The student will learn to follow directions most often associated with application forms.
4. The student will learn to fill out an application form neatly printed within the space allowed.
5. The student will learn to describe his individual abilities on the application form not his disabilities.
6. The student will learn to provide facts on the application form that will accurately describe what the employer could expect of him on a particular job.
7. The student will learn to provide truthful information on the application form.
8. The student will learn to eliminate information on the application form about himself which is not relevant or which will not aid the employer in forming an accurate impression of himself.
9. The student will learn to provide useful references on the application form.
10. The student will be able to correctly and honestly complete an application form.

OBJECTIVE 1. - The student will learn basic terminology found on application forms.

Under this objective the student must be able to have a working knowledge of terms that appear on application forms. Terminology will include the following:

social security number

selective service number

apprentice license

maiden name

unemployment compensation

workman's compensation

on-th-job training

union membership

martial status

educational background

previous work experience

position of

mailing address

dependents

work permit

legal guardian

references, business or personal

special skills

employment record

physical defects

major illnesses

salary

OBJECTIVE 2. - The student will learn to identify and spell correctly words that are often misspelled on job applications.

The following words were found to be often misspelled on job applications. (American Annal of the Deaf, October, 1973, vol. 118, No. 5) The student should be able to identify and spell correctly these words:

achievement
advertisement
aeronautics
affect
appointment
assistance
assistant
attendance
beneficial
business
cancelled
candidate
career
college
committe
confident
conscientious
convenience
criticism
deficient
description
develop
effect
familiar
immediately
knowledge
maintenance
management
mechanic
miscellaneous
necessary
necessity
performance
permanent
personnel
privilige
receptionist
recommend
reference
referred
restaurant
succeed
sufficient
technical
temporary
transferred
assignment

If the student does not know how to spell a word or if he is uncertain as to the spelling, he should chose a different word to replace the word in question.

OBJECTIVE 3. - The student will learn to follow directions most often associated with application forms.

The student should be able to understand and to correctly follow the directions that appear on application forms. Failure to follow directions accurately could result in the rejection of your application for that position. The following are directions that may be found on application forms:

Print or type

Use ink or ballpoint

Do not use pencil

See instructions on back

List in order of the most previous position held

List last five employers; list recent first

List the names of three people not related to you

OBJECTIVE 4. - The student will learn to fill out an application form neatly printed within the space allowed.

A student should make certain that the finished application is as neat appearing as possible. A wrinkled or soiled application is often quickly discarded. If a student does not write legibly, he should print or type the information on the application form.

The student should double check his completed application form to make sure that there are no errors in spelling, grammar, or following the directions.

As the student is filling out the application, he should keep in mind that many potential employers use the appearance of the application as an initial screening method when faced with a large number of applicants. Therefore, one must take special care when filling out the application.

OBJECTIVE 5. - The student will learn to describe his individual abilities on the applications form, not his disabilities.

In a majority of cases, the decision to consider a specific individual for a position is based soley on his application. An application form that lists assests will help make the employer build a positive picture of you as a future employee. If there are many applicants for the job, an employer may narrow down the list according to his impression from the applications submitted. If you have provided the employer with a list of your abilities and not your disabilities, your application will likely remain on the list. Remember, do not down grade your abilities or achievements if they are pertinent to the position for which you are applying. The student must be aware that what is on the application is the way the employer will see you and form his opinion of you.

OBJECTIVE 6. - The student will learn to provide facts on the application form that will accurately describe what the employer could expect of him on a particular job.

Always be honest and candid when completing an application. Be sure that if you have a problem that you provide the employer with enough information to arrive at an accurate impression of what impact this particular problem would have on your job.

If you have assets that apply specifically to the job, describe these. Any specific skill or talent you possess that relates to the position for which you are applying should always be explained and emphasized. This may enhance your performance in the particular job situation.

OBJECTIVE 7. - The student will learn to provide truthful information on the application form.

A student should always be honest and candid when completing an application. If he prefers not to list a specific problem. the student may make a note of this on the application form and explain the question further in more detail in the interview session. This way the student will be able to explain to his satisfaction during the interview the specific problem.

OBJECTIVE 8. - The student will learn to eliminate information on the application about himself which is not relevant or which will not aid the employer in forming an accurate impression of the applicant.

The student should not place information on the application about himself that will lead the employer to form a negative impression of him. Do not downgrade your abilities or achievements if they are pertinent to the position for which you are applying.

At the same time, avoid cluttering an application with personal information that would be of little or no interest to the potential employer.

The student must remember that the application form is often used as a screening device. If negative impressions are formed, the application will be discarded.

OBJECTIVE 9. - The student will learn to provide useful references on the application form.

A student should be familiar with the following concepts concerning references:

1) People you list as references on an application form should be familiar with you as a student and what your capabilities and potential are. Before you use a person as a reference they should be contacted and you should tell them of your intention to use them as a reference.
2) Former employers, local businessmen, former instructors in high school, college or vocational school, and professional people are considered to be good references.
3) It is acceptable to offer references that are out of town if you have just moved to a new location.
4) It is generally inadvisable to use as references, the names of doctors or social workers.
5) If the student uses his vocational rehabilitation counselor as a reference, he should be prepared to explain why you are seeing him.
6) The student should be aware that the employer will also probably contact the companies listed in his work history for another source of reference.

OBJECTIVE 10. - The student will be able to correctly and honestly complete an application form.

Under this objective the student should show his competency in completing an application by filling in a sample application which can be obtained from a business in your area that employs deaf persons. If the student can successfully complete this without help, he should be well prepared to complete an application for the job he is applying for.

THE RESUMÉ

OGAL: To help the student gain proficiency in preparing a resumé that will result in providing correct information and a positive impression on the employer.

OBJECTIVES:

1. The student will be able to differentiate between a resumé and a letter of application.
2. The student will know at which time a resumé should be submitted.
3. The student will know the difference between a specific resumé and a comprehensive resume.
4. The student will learn the basic rules of preparing a resumé.
5. The student will learn the basic categories of information to be included in a resumé.
6. The student will learn what information should be contained in each of the categories.
7. The student will be able to successfully compile and to write a proper resumé.

OBJECTIVE 1. - The student will be able to differentiate between a resume and a letter of application.

Under this objective, the student should be able to understand the definition of both a resumé and an application.

Definition of resumé: A summary of information pertinent to the acquistion of a particular job. An initial "selling tool" about a person for a potential employer.

Definition of a letter of application: A letter to prospective employers stating your intentions to apply for a specific position. You may request a personal interview or application form.

OBJECTIVE 2. - The student will know at which time a resumé should be submitted.

The student should be made aware that a resumé may be submitted either before an individual completes a formal application or prior to a personal interview.

OBJECTIVE 3. - The student will know the difference between a specific resumé and a comprehensive resumé

The student should realize that he may prepare a separate resumé for each specific job inquiry which is best or he may write a comprehensive resumé to be reproduced in quantity and submitted to a variety of different potential employers.

The student should realize that a specific resumé would be more exacting and provide more information pertinent to the job in question.

A comprehensive resumé would be more general in nature and apply to the variety of jobs you are sending them to.

OBJECTIVE 4. - The student will learn the basic rules of preparing a resumé.

The student should have a good understanding of the basic rules used to prepare all resumés. The following rules would include:

a. To limit the resumé if possible to two pages unless more information is specifically requested by an employer.
b. To use correct letter form.
c. A resumé should be accompanied by a cover letter of not more than one page designed to relate specifically to one employer and one work position.

OBJECTIVE 5. - The student will learn the basic categories of information to be included in a resumé.

The following categories should be defined and the student should be familiar with the terminology involved.

a. Personal information
b. Education
c. Experience
d. Outside interests
e. References
f. Skills

OBJECTIVE 6. - The student will learn what information should be contained in each of the categories.

In the category of personal information the following should be included: name, address, age, height, health, martial status, and sex.

In the education category, the student should know that the younger he is the less experience he has and the more detailed he will have to be about his education. The older he is the more he will write about his job experiences that are related to the job he is applying for. The student must remember to develop in adequate detail a description of his educational programs that he has completed and which are closely related to the position for which he is applying.

The experience category should consist of a history of full-time work experience. If the student has had a large number of jobs he should include only the four or five most recent one or he should include only those jobs which are directly related to the position that he is applying for. When the student lists his previous jobs he should include the following details about his work experience:

a. The name and address of the company.
b. The name of the position which you held.
c. A description of your duties on the job if it is pertinent to the job he is applying for.
d. The reason for leaving the previous job.

The student must be careful when he lists his outside interests. He must not include too much information in this category. The student should list only outside interests that may be related to his performance as an employee.

The category of references is very important. The student should fully understand that he should contact everyone he uses as a reference before he submits their name and request permission to do so. The student should remember to include a balanced choice of references. This would mean that he should include people on both a personal and an occupational basis.

Skills is the final category of information to be included. This is an optional category for listing in a resumé In this category, the student should learn to include only those skills which are directly or indirectly related to the specific position for which he is applying. The student should remember to include those things that would be assets to his job. Other information is irrelevant and should not be included in this category.

OBJECTIVE 7. - The student will be able to successfully compile and to write a proper resumé.

Under this objective the student should be knowledgable in the above six objectives. He should be able to utilize these objectives in accurately preparing a resumé for himself for a specific job or career opportunity.

Format of a Personal Resumé

Personal Information

Name

Address

Telephone

General Health

Martial Status

Education

Honors and Awards

Extra-Curricular Activities (high school or college)

Experience (work)

Outside Interests

References

	Name	Title	Address	Company	Location
1.					
2.					
3.					

Special Skills

The Interview - Appearance

Goal: To enable an applicant to make the best possible appearance during a job interview.

Criteria: (1) The individual must be neat and clean, wearing clothes similar to those worn by people who do the kind of work for which he is applying.

(2) The individual must maintain good eye contact with the interviewer, must refrain from exhibiting nervous mannerisms which distract the interviewer.

(3) The individual must exhibit good posture, indicating interest in the job.

Opinions differ regarding the type of dress that an individual should wear to a job interview. It was found that the majority of professionals would agree to having the applicant dress similarly to, perhaps just a little better than, the people working on that type of job. If an individual is applying for a job as, for example, a maintenance man, and comes to the interview in a suit, the employer may well suspect that the individual really has "white collar aspirations" and will leave this lower level job just as soon as something better is available. In addition, an applicant who is dressed like a worker will have the advantage of a psychological effect: the employer will be able to visualize his working at the job. (It is hard to visualize a man dressed in a white shirt and tie, working on a machine.)

Cleanliness and neatness are even more important than the type of clothing worn to the interview. Offensive body odor can be a significant problem which can differentiate between an individual's being hired or not.

An applicant who slouches in his chair makes a poor impression on an interviewer. One who sits up, or leans slightly forward, appears to be more interested in working and is more likely to be hired.

Employers are probably inclined to judge more harshly a young person's appearance than an older person's. Wearing "far-out" or extreme haircuts, dress, etc, can be an immediate barrier when meeting an employer. The applicant should be made aware of the fact that his chances of being hired may be lessened if his appearance is objectionable to the prospective employer.

If the applicant is willing to cut his hair but unsure how long it should be, he can ask the interviewer, "I know my hair is too long for this particular job and I am willing to get it cut. How long can it be?" He is indicating his willingness to cooperate with the employer.

If the long-haired applicant refuses to allow his hair to be trimmed, he might be encouraged to mention this "problem" in the interview. "I hope that the way I wear my hair doesn't make you think less of me. It's just that a lot of people my age wear their hair this long--it doesn't really mean anything--it's just a style, like the pompadour was back in the forties."

Nervous mannerisms can distract from what a person has to say. Habits such as talking with a hand over the mouth, playing with a pen or pencil, nervous laughter, excessive talking and general fidgeting can be brought to the individual's attention by having him view himself on a video monitor.

Applicants need to be impressed with the fact that appearance in a job interview is important and that the first impression the employer has can make the difference between getting the job and not getting it.

There are several things which employers look for in an applicant that the applicant must convey during the interview. They include:

1) Ability to do the job.
2) Ability to get along with others.
3) Knowledge of the job.
4) Dependability.
5) Ability to fit company image, on and off the job.
6) Few personal problems.

Interview Length:

The average employment interview lasts about ten to fifteen minutes. Most employment interviewers would agree that they usually make their decision to hire an individual within the first five minutes of the interview. Therefore, it is critical for the applicant to learn that his most important information should be presented in the first few minutes of the interview. Information presented during this early part of the interview should be focused primarily on his skills and abilities. Also, if the individual has a problem of the type that he should mention in the interview, this should be taken care of within the first few minutes to avoid allowing the employer to form a negative impression before he is presented information about skills and abilities.

Some applicants do not think and respond quickly. Therefore, they need sufficient interview information and practice to prepare them so that they can answer questions and provide information rapidly. They must become so familiar with their assets, answers to problem questions, etc., that they can respond without having to stop and think about what to say or how to say it.

Skills and Presentation Standards:

The applicant should be able to verbally describe, on his own or through an interpreter, his skills and abilities to the employer in a manner which suggests he has some knowledge of the job:

1) The applicant must describe work skills using names of machines or other technical terminology appropriate to the job.

2) The applicant must be able to answer the question, "Why should we hire you?" by referring to his skills.

3) The applicant must supply information about his skills within the first five minutes of the interview.

4) The applicant must be able to respond to ambiguous questions such as, "Tell me a little about yourself," by citing work skills and abilities.

5) The applicant must be able to use several different statements supporting his job goal. Whenever possible his past work experience, related work experience and training should be cited since these indicate skills and qualities which are highly salable to the employer. If the applicant cannot use these areas, he should select from his aptitudes and ability to learn, or hobbies related to the job.

Greeting:

The individual should be taught to shake hands firmly (weak handshakes give the impression that the individual is physically weak or reluctant about being in the interview situation). A male waits for the employer to offer his hand; a female offers her hand first. Etiquette requires also that the individual being interviewed should wait to be offered a chair.

The individual should also walk in and out of the interview situation briskly. It is sometimes possible to tell the difference between an unemployed and an employed individual merely by watching them walk. The unemployed person typically plods slowly along, has no real purpose in his step, since he is headed nowhere, and doesn't have to be there on time.

Manner of Speaking and Mannerisms:

Allow the interviewer to do most of the talking; do not interrupt. No gum chewing. No smoking. Some people do not like smokers; also, the employer may suspect that if the individual is such a heavy smoker that he has to light up during the short interview, his smoking might cause interference with his production on the job. In addition, there are some places of employment where smoking is prohibited on the job, and the need for frequent "smoke breaks" would definitely reduce production capacity. Heavy smoking can also indicate addiction to drugs or alcohol, and employers are uneasy about hiring an individual with such a problem.

Look at the interviewer! Many applicants have a tendency, without interview practice, to stare at the floor during the interview.

Enthusiasm for Work:

Employers are especially looking for people who communicate enthusiasm for work. Enthusiasm can be communicated through tone of voice, facial expression, or physical posture. Enthusiasm is usually a natural by-product of the individual's learning exactly what to say and do in an interview.

Ask Questions:

Often, near the end of the interview, the interviewer will ask the applicant if he has any questions. Even if he does not ask, it is important for the applicant to ask some questions. This is a good way to indicate interest in the particular job.

The following are sample questions which should be used somewhat selectively, depending on the job for which the individual is applying.

1) "What are the hours?"

2) "Is there a chance for overtime?" (Good indicator of a worker).

3) "Can you tell me something about your product line?" (Actually, it is better if the individual can find out something about this ahead of time and ask a more specific question related to the business.)

4) "Is there a good chance for advancement?"

5) "Do you have a retirement plan?"

6) For jobs that are at least semi-skilled: "Is there anything I could study in the meantime (or while you're considering my application) that might help me if I'm hired for this job?"

7) "What does the job pay?" (If he has not been told, or if it was not advertised). Employers expect that an applicant will be interested in this information.

The applicant should be cautioned to listen carefully during the interview so that he does not ask questions which the employer has already answered. He should be prepared to ask at least one good question. Having no questions for the employer indicates poor interest on the part of the applicant. However, if the interviewer has been very thorough in providing information, the applicant might say, "I had some questions before we started, but I believe that you have covered all of them."

Call Back Closing:

This is a very important part of the interview and applicants can learn to master it with only a little practice. Often the interviewer will close the interview by saying something like, "Well, thank you for coming in....it will be a few days before we know about the job." Many applicants are inclined to say, "Thank you," and "Good-bye" at this point; however, a better approach might be for the applicant to say, "I'm really most interested in this job. May I contact you in a day or two to find out what you have decided?"

An additional closing technique may also be used. When the interview is about over and the employer says, "Do you have any other questions for me?" The applicant might say, "You have answered all of my questions except the important one-what are my chances of getting this job?" He may add that "I'm interested in it and want to get started on a job as soon as possible."

Both of these closing techniques keep the applicant's foot in the door, and give him an opportunity not only to impress the employer with his interest in working, but also will allow him to contact the employer in a day or two which will remind the employer of his interview with this individual. In addition, if the employer decided to hire someone else, the applicant may be told by the employer why he was not selected, and can use this information to change his interview approach.

---

*Material on interviewing techniques was obtained from the Job Seeking Skills Reference Manual; copyright 1971 by the Minneapolis Rehabilitation Center, Inc.

HANDLING THE JOB

GOAL: To provide some useful guides for the student that will make it easier for him to keep a job once he has found it.

After you have secured a job (position), what responsibilities must you assume? The following suggestions, if used, will help you to be a successful worker (employee).

1. Be to work on time. It is better to be a few minutes early and work a few minutes after quitting time than to cheat your employer out of the time he is paying you for.

2. Take coffee breaks at the given times. Companies provide this work break for your benefit so don't abuse the privelege.

3. Do your share of the work and more if necessary. Employers are always interested in the ambitious worker and reward those who do their share by giving increased wages and promotions.

4. Do not steal materials or supplies from your employer. Small things like pencils, paper clips, paper, etc. soon add up to large sums of money the employer looses. Bigger items, if stolen can lead to being arrested and prosecuted. The biggest heartache is the loss of your job for such actions.

5. Have a positive attitude toward your work. Your first job may be tough and difficult to do but keep plugging away. Things get better as you gain experience in your work.

6. Check to see if you need to join a union. Many jobs are unionized and open only to those belonging to the union. Most unionized jobs pay the highest wages so it is important to know if your particular job is unionized. You may have to upgrade your training status to achieve top union pay scale so keep this in mind if you have desires of being promoted to a higher paying job.

7. Don't spend a lot of time visiting with your neighbors. If you have business to do or information to seek, get what is need and then go back to work. You are not only wasting your time but you are also wasting the time of your neighbor.

8. Don't horse or fool around on the job. Some jobs are dangerous and require your constant attention at all times. This can also be a waste of time and is frowned on by your employer.

9. Be cheerful. Nobody likes a sour puss or a complainer.

Some suggestions for teaching your students about job placement.

1. For personal information, provide a booklet with the necessary forms for each student. Have one completed for them to study. Help each student complete the personal information form. Have them acquire accurate information about themselves. Their parents will help to supply this information when the student is unable to remember pertinent facts.

   Encourage the student to keep or place the file in a permanent, protective place so that it will not be lost or mutilated by carelessness. The student should be encouraged to add to the file as personal experiences change for him.

2. Finding a job.

   a. Invite the counselor from vocational rehabilitation to come to your class and visit with the students. He can tell them what jobs or job opportunities are available for them. He can inform them what voc. rehab. can do to help them locate and secure a job.

   b. Take a tour or visit to the local state employment office. Teach the students ahead of time what to expect and to see at the office. The employment office personnel can have the students fill out an application while there. Special help may be needed so make sure the students know what is expected of them.

   c. Secure some newspaper want adds. Have the students look theough the HELP WANTED section, pointing out to them the various types of jobs that are available. Have each student list all those jobs which appeal to him. Then review the list and select 3 or 4 that fit his needs, talents and desires the most. If the student is employable at this time or will be shortly, he might be encouraged to follow up the want add and inquire about the job. He may have to investigate several job positions before he is finally hired and this should be pointed out to the student.

   d. Make arrangemsnts to visit a civil service office, e.g., the Post Office, and find out what jobs are available. The students should be given application forms and shown how to fill them out. Theymight be instructed by an employee who can point out job opportunities for the deaf and why the deaf are capable of performing these jobs in the civil service program

   e. Visiting places of employment:

      1) Ask students what places they would like to visit. Select 2 or 3 places and make arrangements with the company to go out and visit. Prepare the students ahead of time what to

expect, e.g., type of work that is done, safety measures that are employed, types of clothes that are worn, coffee breaks, etc. Discuss anything that would help the student understand the many facts about the company.

2) After each visit, discuss the things you did and what was learned. This is a good chance to build on vocabulary for the students

3) Invite representatives from several firms to speak to the group showing the students the organization of the firm, the types of jobs that are performed in their factory or business, the company benefits for their workers, and what the employer expects from his workers. Keep the meeting informal and permit a question and answer period for the students. Encourage your guest speakers to use as many visual aids as possible so the students can better understand the workings of the company.

Post-Secondary Educational Facilities

In the recent years there have been numerous new opportunities opening up for deaf students at the post-secondary level. These opportunities are in educational facilities as well as expanded career choices for the deaf. Professionals working with deaf students should be aware of post-secondary educational facilities that offer programs for deaf students. This listing is not an exhaustive one but it does take into account the more established programs.

The information presented was obtained from A Guide to College/Career Programs for Deaf Students: Post-Secondary Programs 1973. If further information is desired, a copy of the booklet may be obtained from National Technical Institute for the Deaf or Gallaudet College. The information listed includes the name of the program, the address, the areas of emphasis, and the types of degrees offered.

Name: Gallaudet College
Florida Avenue at 7th Street N. E.
Washington, D. C. 20002
Degrees: Baccalaureate Degrees
Emphasis: Liberal Arts

Name: National Technical Institute for the Deaf
at Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623
Degrees: Certificates/Diplomas, Associate Degrees, Baccalaureate Degrees
Emphasis: Technical/Vocational Education

Name: Golden West College
15744 Golden West Street
Hentington Beach, California 92647
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education & College Transfer Program

Name: California State University
Northridge, California 91324
Degrees: Baccalaureate Degrees
Emphasis: Liberal Arts

Name: St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, Minnesota 55102
Degrees: Certificates/Diplomas
Emphasis: Technical/Vocational Education

Name: Seattle Community College
1625 Broadway
Seattle, Washington 98122
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: La Puente Valley Vocational Adult School
15359 East Proctor
City of Industry, California 91744
Degrees: Certificates/Diplomas
Emphasis: Technical/Vocational Education

Name: Community College of Denver
1001 East 62nd Avenue
Denver, Colorado 80216
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Delgado Vocational Technical Junior College
615 City Park Avenue
New Orleans, Louisiana 70119
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Lu College
Box 818
Baytown, Texas 77520
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: State Technical Institute and Rehabilitation Center
Alber Drive
Plainwell, Michigan 49080
Degrees: Certificates/Diplomas
Emphasis: Technical/Vocational Education

Name: Northern Illinois University
Speech and Hearing Clinic
DeKalb, Illinois 60115
Degrees: Certificates or programs leading to diplomas
Emphasis: Pre-vocational and Vocational Education

Name: San Diego Community Colleges
733 Eighth Avenue
San Diego, California 92101
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Johnson County Community College
111th and Quivira Road
Overland Park, Kansas 66210
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Ohlone College
P. O. Box 909
650 Washington Boulevard
Freemont, California
Degrees: Associate Degrees
Emphasis: Technical/Vocational Education

Name: Riverside City College
4800 Magnolia Avenue
Riverside, California 92506
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: St. Petersburg Junior College
2465 Drew Street
Clearwater, Florida 33515
Degrees: Associate Degrees
Emphasis: Technical/Vocational Education and College Transfer

Name: Columbus Technical Institute
550 East Spring Street
Columbus, Ohio 43215
Degrees: Associate Degrees
Emphasis: Technical/Vocational Educations

Name: Eastfield College
3737 Motley Drive
Mesquite, Texas 75149
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education and Liberal Arts

Name: Jefferson County Area Vocational School
3101 Bluebird Lane
Jeffersontown, Kentucky 40299
Degrees: Certificate
Emphasis: Technical/Vocational Education

Name: Genesee Community College
1401 East Court Street
Flint, Michigan 48503
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Iowa Western Community College
2700 College Road
Council Bluffs, Iowa 51501
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Tennessee Temple Schools
Chattanooga, Tennessee 37404
Degrees: Certificates/Diplomas
Emphasis: Religion

Name: Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Tarrant County Junior College
Northeast Campus
828 Harwood Road
Hurst, Texas 76053

South Campus
5301 Campus Drive
Fort Worth, Texas 76119

Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational Education

Name: Community College of Philadelphia
34 South 11th Street
Philadelphia, Pennsylvania 19107
Degrees: Certificates/Diplomas, Associate Degrees
Emphasis: Technical/Vocational & Liberal Arts

Name: Hyles - Anderson College
Box 1007
Hammond, Indiana 46325
Degrees: Baccalaureate Degrees
Emphasis: Preparation for Ministry & Related Fields